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ABSTRACT

This guide offers a practical, step-by-step approach to developing an industry-based office education program. It equips business educators with the tools, strategies, and ideas necessary to develop a multiyear plan for implementing the program. Section I provides the rationale for cooperation between industry and education and offers ideas for approaching businesses. Section II lists the goals for a successful program. Section III lists several ways in which this program is being implemented throughout California. In Section IV, steps for developing a program are listed. Other optional activities are suggested. Section V provides a methodical approach to implementing a competency-based office occupations curriculum. Section VI recommends school strategies for working with the business community. Section VII lists the partnership activities conducted by Model Sites. Samples of information available from the Model Sites are provided in Section VIII. A matrix of office model site materials shows which sites have what activities and accompanying materials. Types of sample materials provided concern student recruitment, business/industry recruitment, curriculum and partnership activities, and include Industry Education Council of California/State Department of Education materials. The guide concludes with a glossary of terms and an index. (YLB)

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DEVELOPING AN INDUSTRY BASE

FOR OFFICE EDUCATION PROGRAMS

December 1984

INDUSTRY EDUCATION COUNCIL OF CALIFORNIA
1575 Old Bayshore Highway, Suite 106
Burlingame, CA 94010

In cooperation with the California State Department of Education, Business Education Unit; 721 Capitol Mall; Sacramento, CA 95814

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INTRODUCTION

According to a Bank of America study, the California economy will create half a million new jobs in 1984 alone. It has been predicted that during the 1980s and 1990s 22,500 new office jobs will become available each year.

To match students' skills to employers' needs in their own locale, a partnership of business leaders and educators, the Industry Education Council of California and the California State Department of Education, are promoting a competency-based program for students in business education. The program stimulates teachers and students and increases meaningful interaction between schools and businesses.

Employers who served on our IECC/SDE Office Personnel Task Force validated competencies. Students meet these competencies and become certified in selected occupational areas, demonstrating academic and job-specific skills and attitudes required for these office jobs. By working together in an industry-based education training model, students are assured the skills they need for employment, schools are able to provide instruction that is effective and accountable, and California business and industry receive competent, well-trained employees. Everyone wins.

The guide that follows offers a practical, step-by-step approach which business educators can use in developing an industry-based office education program. Educators can be assured that this guide represents considerable real world experience. It works -- for students, for teachers, and for employers.

Sam L. Ginn, President
Industry Education Council of California
Vice-Chairman of the Board
and Group President, Diversified Businesses
Pacific Telesis

FOREWORD

California business educators recognize the need to provide quality instructional programs which meet the needs of students and the business community. There is strong support for business educators to plan and develop linkages with business and industry to ensure that office education programs are current with office technology.

An "Office Support Personnel Task Force" composed of representatives from business, industry, government agencies and education was formed in 1982 by the Industry Education Council of California (IECC) and the State Department of Education (SDE), Business Education Unit, to address employer needs for qualified office support personnel. The goal was to develop an industry support base for business education programs so that students could achieve the competencies necessary to meet industry employment requirements. Task Force representatives identified five high demand office occupations and revised and validated competency statements from the California Business Education Program Guide for Office Occupations.

In 1983, high school business departments from fifteen sites were identified and given resources and assistance to: 1) implement the competency-based curriculum; 2) work toward meeting instructional program standards; and 3) develop strong linkages with local business. Much of the content and resources in this guide result from the experiences of business teachers at these Office Model Sites.

Other projects undertaken by the IECC/SDE "Office Support Personnel Task Force" include: 1) development of two video tape recordings to encourage industry/education partnership activities and recruit students into the business courses; 2) review and validation of criterion-referenced employment-readiness tests for office occupations; and 3) creation of proficiency certificates for students successfully completing the program.

This guide was developed to assist business educators in establishing business and industry partnerships. In so doing, business education programs will be strengthened and become more accountable. Special thanks are extended to Hank Weiss, Executive Vice President, and Jan Half, Program Manager, of IECC for their leadership and coordination of this effort.

Gary E. Thompson, Program Manager
Business Education Unit
Vocational Education Division
California State Department of Education

HOW TO USE THIS GUIDE

This guide is designed to help Business Educators establish an Industry Base for Office Education Programs. It is neither intended, nor suggested, that you try to implement all the recommendations within one year. The guide will equip you with the tools, strategies, and ideas necessary to develop a multi-year plan for implementing an Industry-Based Office Education Program. The Guide is arranged in eight sections:

Section I **"Business/Industry/Education -- Why Work Together?"**
provides the rationale for cooperation between industry and education and offers ideas for approaching businesses in your area.

Section II **"Goals for a Successful Industry-Based Office Education Program"**
lists the goals for a successful program, which are the standards against which you should measure your program. You may not be able to accomplish all of these goals in one year, but this should be the ultimate target for your program.

Section III **"Options for Organizing an Industry-Based Office Education Program"**
lists several ways in which this program is being implemented throughout California. The school sites mentioned are IECC/SDE Model Sites. This section will help you find the best option for your school.

Section IV **"Steps for Developing an Industry-Based Office Education Program"**
lists the activities conducted by the 1984 model sites in establishing their programs. It is strongly recommended that you follow the first eight steps in sequential order. The other activities can be selected according to your priorities.

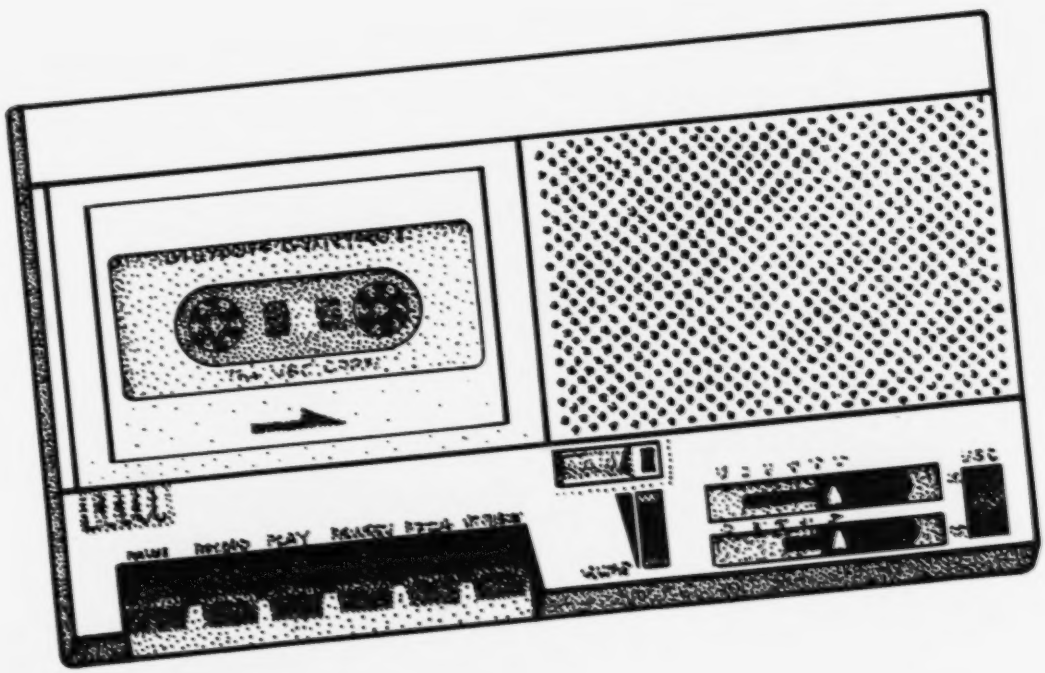
Section V **"Implementing the Competency-Based Office Occupations Curriculum"**
provides a methodical approach to beginning your curriculum modification. Some of these activities are appropriate for your faculty only; others concern both faculty and advisory committee members.

Section VI **"School Strategies for Working with the Business Community"**
provides ideas for obtaining input and cooperation from the businesses in your area. The issues addressed range from "getting started" through "proper use of committees".

Section VII **"Suggested Partnership Activities"**
lists the activities currently conducted by Model Sites. The number of activities implemented can be increased gradually.

Section VIII **"Office Model Site Materials"**
includes samples of information available from the Model Sites. A Matrix of Office Model Site Materials shows which sites have what activities and accompanying materials.

I. Benefits



I. BUSINESS/INDUSTRY/EDUCATION -- WHY WORK TOGETHER?

Every business, no matter how large or small, requires qualified office personnel. The largest job market need in California is for office personnel. Opportunities exist in the workplace for both entry-level and professional positions. Although some companies provide on-the-job training, a strong background in office skills and positive work attitudes are necessary. Students can receive this foundation in secondary school office education programs.

Communication between schools and business is a must. In a competency-focused industry-based office education program, business has a chance to specify the skills and attitudes needed for employment in office occupations. Educators require this up-to-date job market information to establish performance standards for office occupations. For example, what equipment is being used? Which skills and attitudes are required? Industry can answer these questions and help provide the latest information in office technology.

A close relationship between schools and business creates job contacts for students and exposure to office environments. Business wants to provide input for office education programs. Schools must take the time to work more closely with business. What this means to both business and education is better prepared employees.

How Does Business Benefit from an Industry-Based Office Education Program?

Working closely with schools, business can:

Training

- Influence curriculum so that it meets current employment needs
- Gain a better understanding of the office education curriculum
- Encourage practical training in the academic arena
- Increase productivity through better trained applicants

Recruitment

- Identify employment needs to educators
- Obtain an ongoing source of qualified office personnel
- Reduce recruitment and training costs
- Fill immediate part-time employment needs with qualified students

Public Relations

- Enhance community visibility and good will
- Give individuals an opportunity to make positive contributions to the community
- Increase awareness of skills being taught in schools

How Do Schools Benefit from an Industry-Based Office Education Program?

Working closely with business, educators can:

Program

- Motivate students by developing programs that match current employment needs
- Generate new interest and enthusiasm among business education staff
- Ensure program accountability by meeting needs of business and industry
- Earn recognition for outstanding programs, accomplishments, and effective teaching

Curriculum

- Relate curriculum to current business trends
- Update and validate business education curriculum
- Raise the esteem in which business education courses are held
- Establish close relationships with local employers for valuable input on curriculum
- Build a list of resources for mock interviews, speakers, and worker shadowing
- Obtain information about current office procedures, technology, and equipment
- Enhance teaching effectiveness by gaining an up-to-date, realistic perspective of the business world

How Do Students Benefit from an Industry-Based Office Education Program?

Working closely with business, students can:

Curriculum

- Receive training relevant to the needs of business/industry
- Gain knowledge of office standards and requirements
- Learn about office jobs and business trends

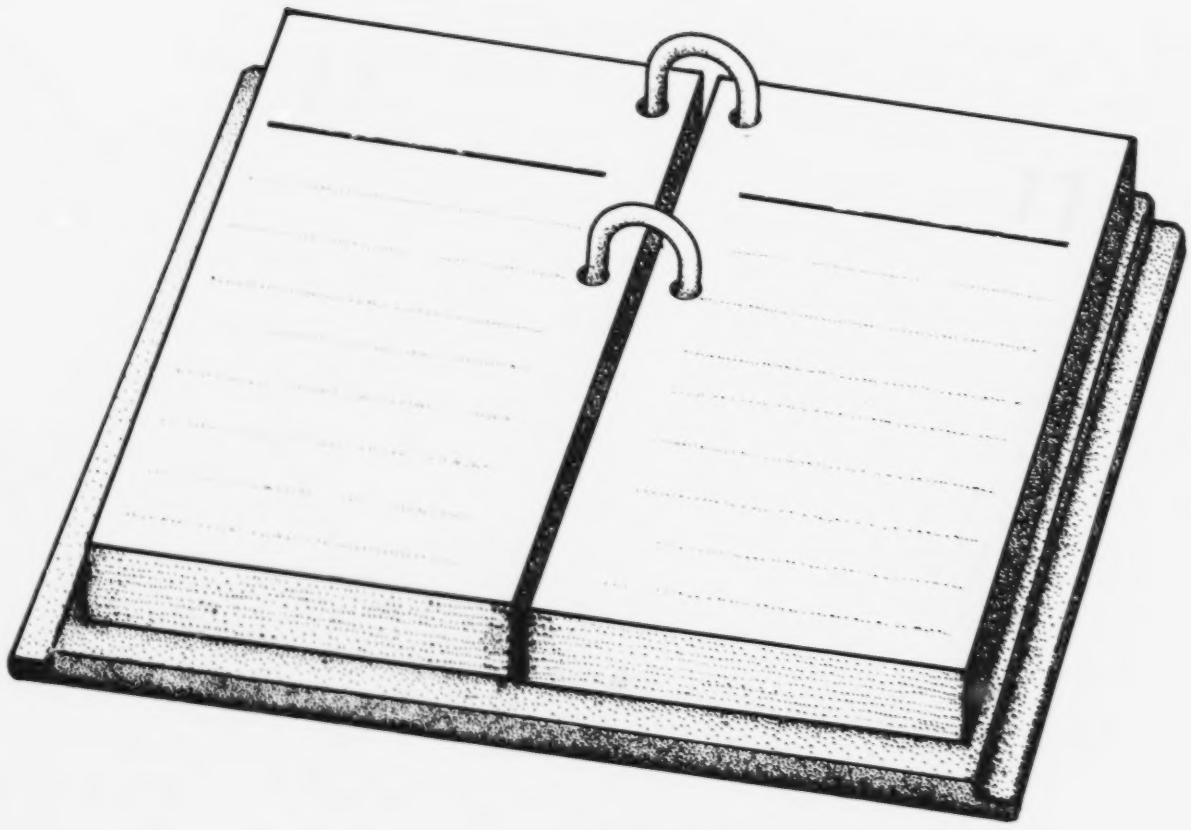
STUDENT BENEFITS (Continued)

- o Increase confidence in their office skills
- o Receive certificate verifying office skills competence
- o Provide a solid foundation for further business education

Employment

- o Gain awareness of job qualifications in business environment
- o Obtain on-the-job experience in office settings
- o Develop valuable contacts with prospective employers
- o Gain recognition from business and industry

II. Goals



II. GOALS FOR A SUCCESSFUL INDUSTRY-BASED OFFICE EDUCATION PROGRAM

The following program requirements were established for the IECC/SDE Office Model Sites. The goals in this guide can help establish quality office education programs in high schools, adult schools, and Regional Occupational Centers and Programs (ROC/Ps). Business education departments that achieve these goals will ensure high quality, accountable office education programs which prepare graduates for the job market. School districts with quality office education programs receive the support of private industry and enhance their chances for government funding. The program requirements include:

- A planned and sequenced curriculum which encompasses:

  - CBEP* Common Core Competencies including computer literacy;
  - CBEP Office Core Competencies;
  - Advanced competencies consistent with skills/tasks and related performance levels required by industry.

  Program sequencing may be accomplished through articulation with ROC/P and/or community college.

- A curriculum which addresses high demand office occupations such as:

  - Secretary/Stenographer
  - Clerk-Typist
  - Word Processor
  - Computer Accounting Clerk

- An active business/industry advisory committee which meets regularly to provide program operators with input on the job market, entry-level employment standards, program design, curriculum, facilities/equipment/materials, and program evaluation.

- Computer instruction throughout the curriculum consistent with business/industry requirements.

- Equipment and supplies representative of that found in business/industry.

- Involvement of business and industry personnel.

- Upgrading educator skills and knowledge through work site experience, observation, internships, and in-service activities.

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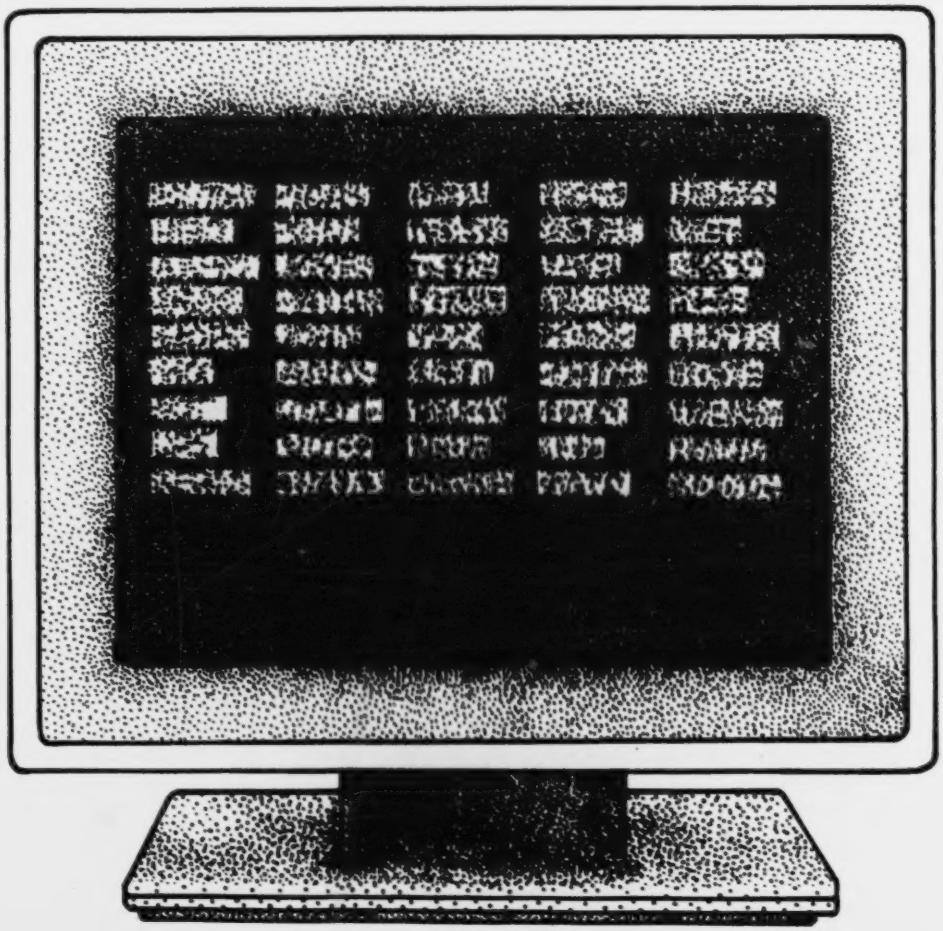
*California Business Education Program Guide for Office Occupations (CBEP). The Guide's latest update and industry-validation were completed in 1982 in cooperation with the Industry Education Council of California (IECC).

PROGRAM REQUIREMENTS (Continued)

- Community work-based experiences for students and/or simulated office experiences in the classroom.
- Career guidance for students from faculty and business/industry personnel.
- Certification of competence at the conclusion of training.
- Consideration of graduation credit in English, math, and social studies for appropriate Business Education classes.
- Job placement "assistance" for successful program completers.
- Accountability measures:
  - Industry validation of curriculum;
  - Criterion-referenced testing for selected occupations resulting in state/local certification;
  - Follow-up of graduates.
- A Future Business Leaders of America (FBLA) chapter.
- Fiscal and policy support from school/district administration.
- Business education faculty support.
- Local and/or state IEC participation.

III. Options



III. OPTIONS FOR ORGANIZING AN INDUSTRY-BASED OFFICE EDUCATION PROGRAM

There are a number of ways of organizing industry-based office education programs in schools. Several of these are described below. Locations of existing model sites are included for each option.

- Business Department in Individual High School
- "Business School" Within School
- Magnet School
- Articulated Program Between High School, ROC/P, and/or Community College
- District Consortium
- County Consortium

School districts should look at their existing structure, research the options, and determine which one is best suited for their business education department and school district. The options listed below are just a few of the alternatives for delivering instruction. Schools are encouraged to develop innovative industry-based programs which may incorporate some or all of these features.

- **Business Department in Individual High School**

  - Separate department which offers courses in office occupations, such as keyboarding/computer literacy, typing, shorthand, accounting, word processing, and office procedures.
  - Personnel includes department chairperson with one to ten business instructors.

  Alisal High School (Salinas - Monterey County): Revises curriculum to interface with the Salinas Adult School and Regional Occupational Program (ROP) to develop local business/industry support and update student competencies.

  Armijo High School (Fairfield - Solano County): Focuses on technological changes impacting today's business office; business education staff visit local industry sites. Trains students in office occupations, including office work experience.

  Mark Keppel High School (Alhambra - Los Angeles County): Provides competency-based office training with industry support; coordinates with Work Experience Department in placement of students in part-time positions while in school and full-time placement after certification and graduation.

  McClymonds High School (Oakland - Alameda County): Has a "Model Office Skills Training" (MOST) program based on an individualized, competency-based approach to instruction. Job placement and follow-up activities are related to a major nearby urban renewal program.

  Mills High School (Millbrae - San Mateo County): Incorporates technological skills into instruction to provide students with entry level skills in office jobs.

Saddleback High School (Santa Ana - Orange County): Has a competency-based curriculum that teaches skills needed in real world office jobs; students study at business sites as well as in the classroom.

Washington Union High School (Fresno - Fresno County): Links business education staff with local companies to provide effective business education instruction.

- **"Business School" Within School**

  - English, math, and other courses taught within department.
  - Students tracked within department.
  - Complete program determined for graduation and business education certificate requirements.
  - Students follow course of study for business curriculum - Office Clerk, Accounting, Word Processing.

Royal High School (Simi Valley - Ventura County): Prepares students for business occupations; students' career resumes relate competencies and achievements to career programs leading to successful placement into office jobs.

Sequoia High School (Redwood City - San Mateo County): Expands business community contacts and includes high-tech courses.

- **Magnet School**

  - Voluntary alternative which prepares students for office occupations and business programs; course work leads to community college job entry or four-year college programs.
  - Specialized high school exists on a separate campus.
  - English, math, and other academic courses are offered at magnet school.
  - Community work-based experiences are part of the curriculum.

Sacramento-School of Business, Technology and Management located at Hiram Johnson West Campus is an alternative high school magnet preparing students for office occupations and business; course work leads to job entry, community college or four-year college programs.

San Diego-Crawford High School Business and Office Administration Magnet Center updates office-related instruction through input from local businesses.

- **Articulated Program Between High School, ROC/P, and/or Community College**

  - Communication between institutions exist so that ROC/P and/or community college is an extension and application of skills learned in high school courses; students gain on-the-job experience for employment or further education.

Santa Barbara: Provides a coordinated model training program established between Dos Pueblos High School, Santa Barbara Regional Occupational Program (ROP), and Santa Barbara City College; students prepare for local high demand clerical occupations; a business advisory group is actively involved in curriculum and public relations activities.

- **District Consortium**

  - Two or more high schools within same school district have similar curriculum, textbooks, equipment, and instructional materials; business/industry representatives are also shared.

  Bakersfield: Encourages close business liaison with four target schools. Bakersfield, East, Foothill and West High Schools promote business involvement in planning and evaluating business education instruction.

  Visalia: Establishes model student and teacher intern program at Golden West, Mt. Whitney and Redwood High Schools; local business/industry firms become "laboratories for learning" for students and teachers.

- **County Consortium**

  - Two or more high school districts within same county develop parallel curriculum and share business/industry resources.

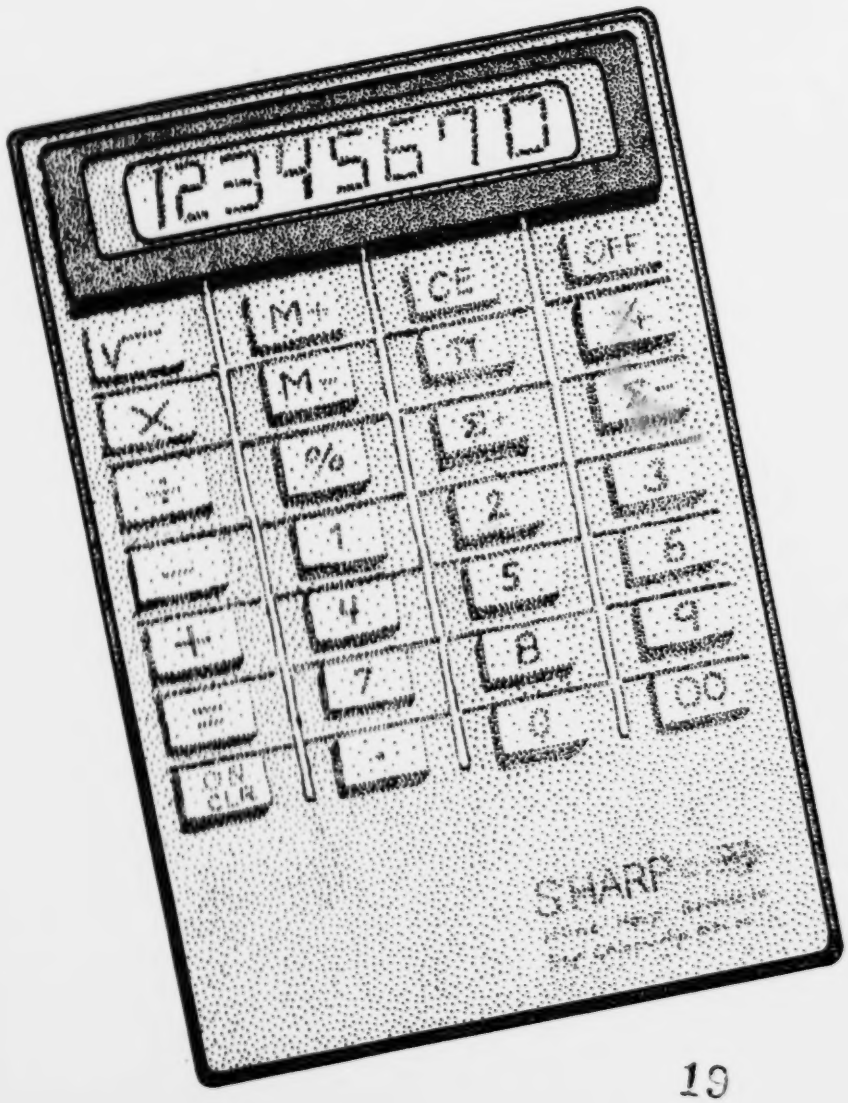
  Contra Costa County

  - Alhambra High School (Martinez Unified School District): Updates and revises curriculum materials; interacts with local businesses.

  - Antioch High School (Antioch Unified School District): Demonstrates an effective business/industry/education partnership through a "model" office.

  - Clayton Valley High School (Mt. Diablo Unified School District): Implements OSCAR (Office Support Careers are Reality) by establishing an industry-support base to prepare students for high demand office occupations.

IV. Steps



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IV. STEPS FOR DEVELOPING AN INDUSTRY-BASED OFFICE EDUCATION PROGRAM

This section suggests steps and strategies for developing an industry-based office education program. In using these, educators and business leaders can work together to ensure that curriculum, equipment, and staff will accurately represent today's business world. It is recommended that business education departments follow the Program Planning steps in the order presented.

Program Planning -- Do these 8 steps before incorporating Program Activities.

1. Identify a business department member with the requisite leadership skills to implement the office education program at the local level. This person should be able and willing to:

   - Gain the cooperation and spirited participation of the rest of the business department.
   - Obtain the cooperation (and, hopefully, participation) of the local and district administrators.
   - Establish effective liaison with local industry personnel.

2. Establish business education department short- and long-range plans. Plans should include goals and objectives, as well as tasks that need to be accomplished. Use these plans to secure participation by others.

3. Identify "supportive" administrators and counselors. Their support will provide administrative commitment to the program and ensure its success.

4. Assess and modify existing program to reflect goals for establishing industry-based model sites. (See Section II -- GOALS FOR A SUCCESSFUL INDUSTRY-BASED OFFICE EDUCATION PROGRAM.)

5. Select participants from the local business community who can serve as "magnets" to attract other business representatives. (See Section VI -- SCHOOL STRATEGIES FOR WORKING WITH THE BUSINESS COMMUNITY.)

6. Identify key parents for involvement, who may also be local government leaders and business executives.

7. Arrange a planning session with the community representatives, the parents, and staff to help communications and understanding. The session should outline:

   - Goals and objectives.
   - Tasks that need to be accomplished.
   - Participants and their responsibilities.
   - Timelines for accomplishing tasks.

8. Prioritize goals, objectives, and identified tasks; assign tasks to school administrators, Business Education staff, and advisory committee members for action and implementation.

Program Activities -- After program planning, do these in any order.

- Develop seminars to increase awareness of business/industry needs.
- Participate in teacher internship programs.
- Conduct a skills survey among industry representatives; conduct a course and job interest survey among students; analyze the data from both surveys; determine which occupational programs need curriculum modification and training; coordinate findings with the job market requirements identified by Employment Development Department (EDD); make appropriate changes in facilities, equipment, instructional materials, etc.
- Develop a liaison relationship with state and/or local IEC members.
- Involve business/industry task force members in office occupations partnership programs. (See Section VII -- SUGGESTED PARTNERSHIP ACTIVITIES for details.)
- Develop community awareness of the program; invite parents and community members to an open house.
- Submit press releases, including pictures, of business education department's activities for use in local and school newspapers, superintendent's newsletter, public service organizations, letters to parents, and television programs, including cable, if possible.
- Promote the program through the local IEC and Chamber of Commerce.
- Thank local businesses publicly through press releases.
- Identify job market requirements.
- Conduct in-service meetings with administrators and counselors to apprise them of program requirements and course sequence.
- Plan and conduct field trips to visit industry sites for all counselors and administrators.
- Implement a system for recording competencies completed by students.
- Articulate classroom skills with ROP courses and requirements for community placement programs.
- Utilize student recruitment slide tape and/or video tape for recruiting students into the business education program.
- Develop business education program brochures.
- Develop Certificates of Occupational Proficiency to match job skill competencies, and present to students upon successful completion of programs.

PROGRAM ACTIVITIES (Continued)

- Administer criterion-referenced tests in each occupational area:

  - General Office Clerk
  - Clerk-Typist
  - Secretary/Stenographer
  - Computer Accounting Clerk
  - Word Processor

- Conduct an awards presentation to recognize outstanding students and community supporters.

- Obtain local and school board approval for selected business education courses to satisfy graduation requirements.

- Establish an FBLA Chapter; participate in the organization's local, regional, and statewide activities.

- Conduct annual follow-up of graduates from office occupations programs to evaluate program effectiveness based on student placement and employer satisfaction.

- Be flexible -- revise program in response to school/community.

V. Curriculum

Certificate of Competencies

THIS IS TO CERTIFY THAT

HAS RECEIVED TRAINING AND EXPERIENCE IN

BUSINESS SKILLS

AS INDICATED BY THE COMPETENCIES LISTED
ON THE REVERSE OF THIS CERTIFICATE

THIS COURSE MEETS THE STANDARDS OF THE
CALIFORNIA STATE PLAN FOR VOCATIONAL EDUCATION
AND THE
CENTRAL COUNTY REGIONAL OCCUPATIONAL PROGRAM

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V. IMPLEMENTING THE COMPETENCY-BASED OFFICE OCCUPATIONS CURRICULUM

For students to acquire the skills needed in today's business offices, a competency-based, industry-validated curriculum is necessary. The California Business Education Program Guide for Office Occupations should be used to review and update your business education department curriculum. The checklist that follows may be used in implementing a competency-based office occupations program.

____ Review the IECC/SDE Office Personnel Curriculum Competencies from the above-mentioned guide.

____ Assess present curriculum.

____ Develop a matrix listing curriculum offerings and identifying specific courses where each competency is taught.
____ Identify curriculum strengths and weaknesses.

____ Develop program course sequences for training in office occupations such as computer accounting clerk, clerk-typist, stenographer/secretary, and word processor.

- Emphasize the program approach by organizing in sequential order rather than offering isolated courses.
- Identify and integrate curriculum competencies in each occupational area throughout course sequence.

____ Modify curriculum to include necessary competencies.

____ Change course titles, if appropriate.
____ Review and revise present curriculum content.
____ Develop new courses as needed.
____ Design matrix showing responsibility for teaching and reinforcing competencies to minimize duplication of course content.

____ Conduct a skills survey among business and industry representatives at a local level.

____ Validate curriculum on a regular basis to update and meet the needs of your local business community.

____ Identify and evaluate resources. Update as necessary.

____ Personnel - attend conferences and workshops, make school and business visitations, update skills, etc.
____ Facilities - assess layout and facilities.
____ Equipment - inventory equipment and develop plan for replacement and/or acquisition of new equipment.
____ Instructional Materials - review Common Core Units for Business Education (CCUBE), examine publisher materials, and select new materials as needed.
____ Industry Involvement - actively involve business representatives in as many areas of the program as you can.

____ Develop a file and management system to monitor student progress leading to certification and follow-up after graduation.

- Use computer data base programs.
- Keep paperwork to a minimum.
- Enlist help of adult and/or student aides.

____ Set criteria for assignment of grades and credits.

- Consider use of variable credit.
- Outline evaluation procedures.

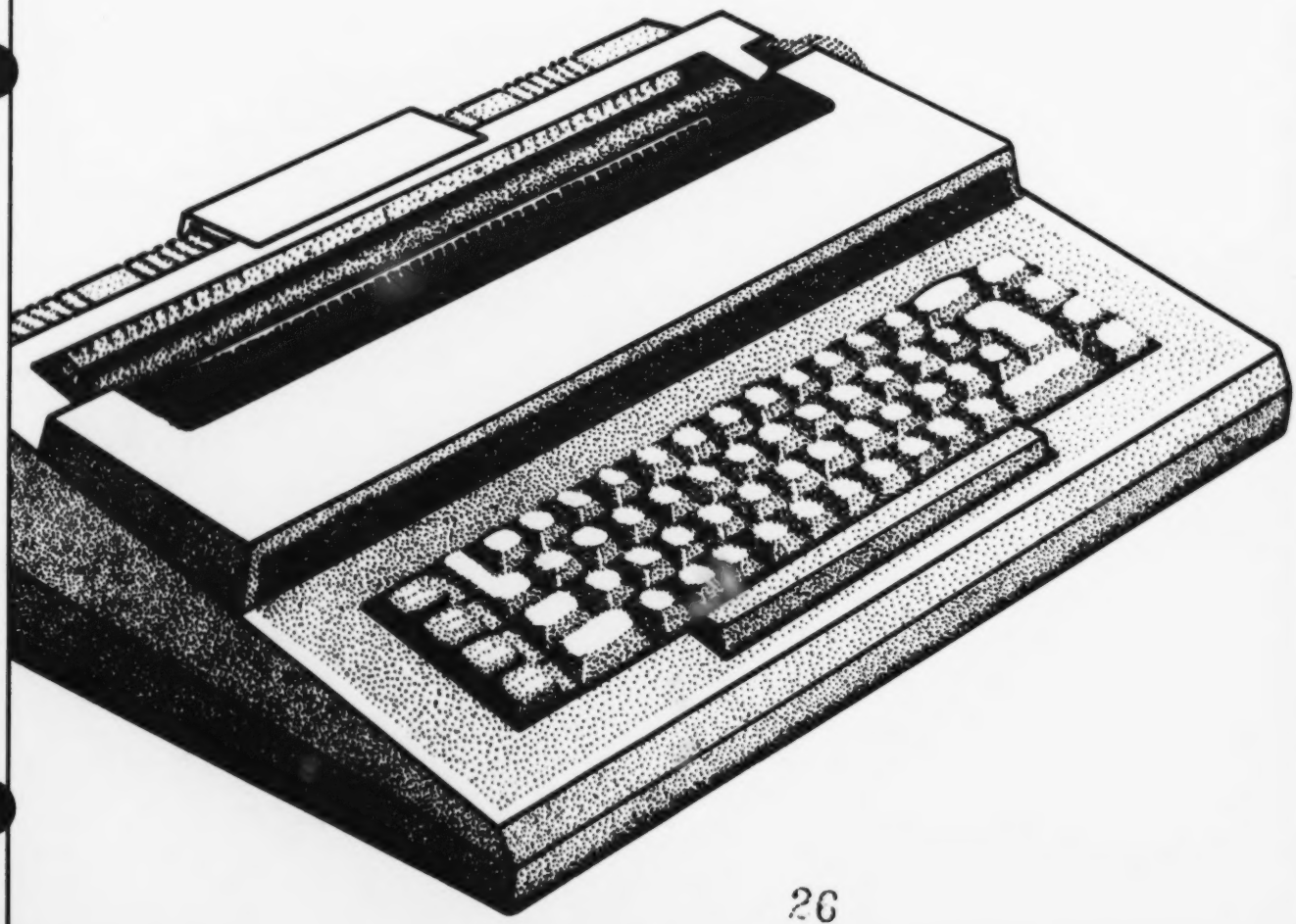
____ Articulate business program with graduation requirements. Work toward:

- A practical or vocational arts requirement.
- English, math, and social studies credit for business education classes.

____ Develop and design Certificates of Occupational Proficiency.

____ Determine requirements for each program sequence, including the use of test scores, business class grades, GPA, work experience, FBLA participation, etc.
____ Determine how and when certificates will be issued.
____ Have certificates printed.

VI. Strategies



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VI. SCHOOL STRATEGIES FOR WORKING WITH THE BUSINESS COMMUNITY

HOW TO GET STARTED

Obtaining the Names of Business Persons

An essential step in building an industry-based office education program is to form a list of business people to contact. Some sources for these names are:

- School Contacts

  Talk with site level people who work with the community, i.e., work experience coordinators, counselors and career center personnel.

- Industry Education Council (IEC)

  Enlist the support of your local and state IEC to provide information, coordinate projects, and help school personnel understand business operations. They may have directories available on loan.

- Chambers of Commerce

  Discuss the programs with local Chambers of Commerce. Through their organization, expand the school's use of business resources.

- Community Service Organizations

  Identify and contact leaders in local community service organizations and clubs (Lions, Rotary, Soroptimist, etc.). Make use of club membership lists, community resource directories, volunteer bureau listings, the yellow pages of the telephone directory, and the classified sections of newspapers.

- Employee Organizations

  Enlist the help of personnel directors and manufacturers associations, local chapters of the American Management Association, Administrative Management Society, Association of Information Systems Professionals, etc.

- Parents of Students

  Communicate with students' families -- they represent a broad range of careers and have a vested interest in the school and its programs.

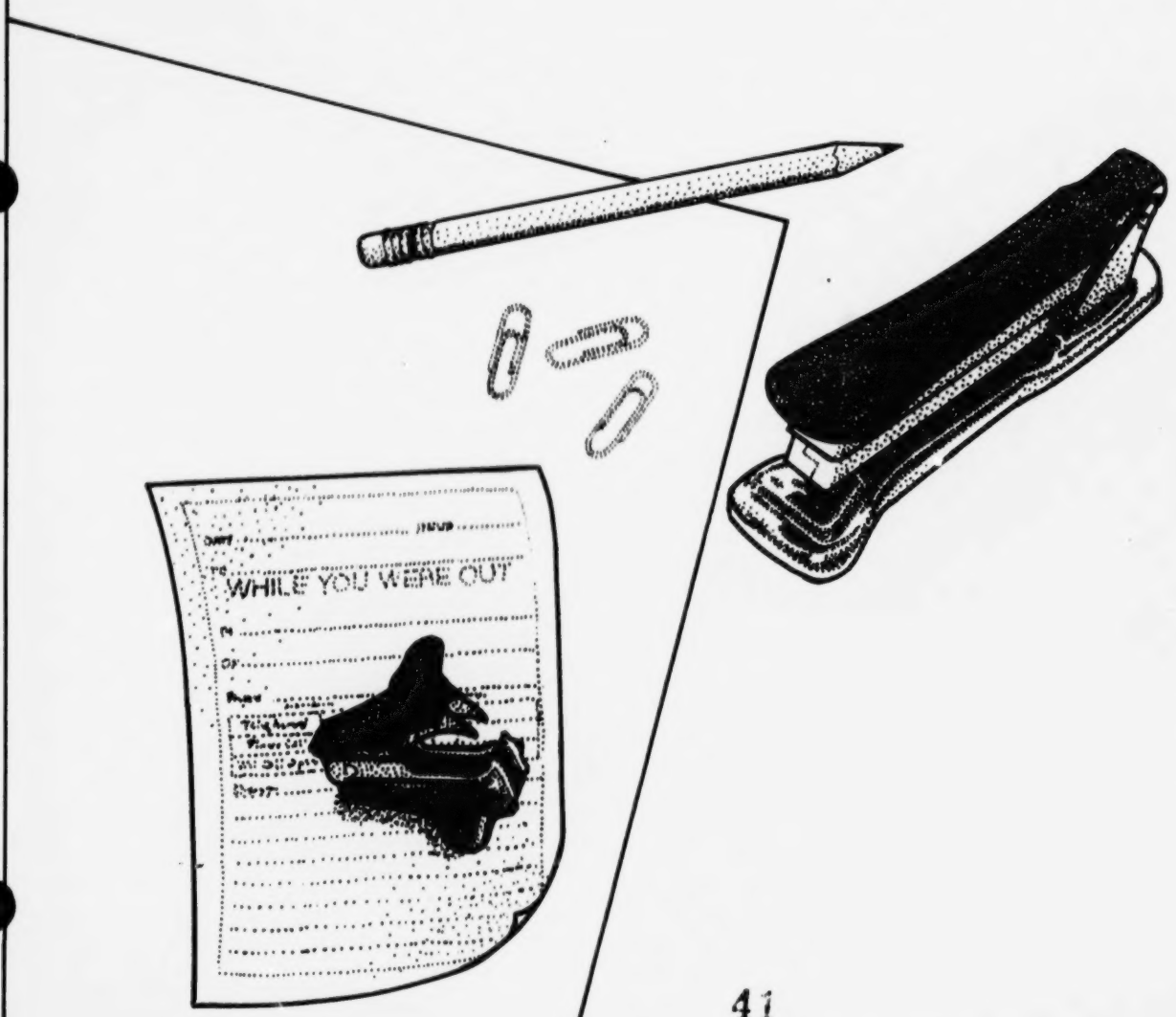
Making the Initial Contact

Once you have a list of business people, decide how to invite them to your first activity. There are two basic ways to initiate participation:

- Use the telephone first and then send a follow-up letter.

- Send out a letter or survey first and follow up with a telephone call.

VIII. Materials



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There are advantages to each method. Many people feel uncomfortable using the telephone and calling "cold" when the business person has never heard of your program. However, a personal call often invokes a response of, "Yes," "Maybe," or "Why don't you send me more information?". It also is a faster way of finding out whether or not a person is going to participate in your program.

Note: Initial contacts should include both a telephone call and a written letter. Always mention where you obtained the person's name (local IEC, Chamber of Commerce, work experience coordinator, etc.). Be as specific as possible in your letter as to the time, location, purpose, and agenda for the activity.

You may also want to meet with business individuals or groups in person to explain the program.

Planning Your First Activity

Your main concern in planning your first activity should be getting the business people there and explaining your program.

At the initial meeting, teachers describe their plans and ideas for business involvement; businesses choose partnership activities in which they want to participate.

There are many possible locations for your meeting:

- At a place of business.
- At the school, which can include a tour of the business education department.
- At a restaurant for breakfast or lunch; let businesses know whether or not they are to pay for the meal.

At your initial meeting, you may wish to:

- Show the Industry Education Council Office Personnel videotape and describe specific plans for the school's or district's business education department working with business.
- Discuss the results of a survey in which the business members participated.
- Call IECC (415) 697-4311 for additional information or technical assistance.

Getting a Commitment

Once people agree to attend your opening activity, they usually can be counted on to continue their participation.

Identify the different levels of commitment you want from the business representatives. You may want some of them to be part of an active task force or advisory committee; you may want others to offer occasional services such as speaking to a class or having a teacher visit the company.

There are several ways to get a definite commitment for activities:

- Outline the choices before the meeting on a response sheet that is returned to you. At the initial meeting, report on individual commitments and ask for additional volunteers.

- Mention on the phone and/or in your letter the activities that will be involved. At your first meeting, have an outline of the activities and ask each person individually how they would like their company to participate.

COMMUNICATING -- RECRUITING BUSINESS PARTICIPANTS

Follow-up is essential to the success of your program!

Written Description of Your Program

Prepare a news release of one page or less that describes the goals, objectives, and activities of the program. Use simple language that avoids educational jargon. Describe the benefits to business of participation.

Minutes of Meetings

After each meeting, send detailed minutes of the meeting to all who were invited to attend. Spell out any commitments that were made at the meeting.

Using the Telephone

The greatest obstacle to utilizing business resources is the teacher's reluctance to make the initial telephone contact. Teachers who overcome the initial hesitancy will usually find the business representative interested and willing to offer help with the program. Telephone contacts are easier and faster when making and verifying arrangements. Here are some "telephone tips":

- Make notes before calling or have a written description of the activity or project at hand during the conversation.

- Begin with a personal introduction, including the name and location of the school.

- Tell them where their name was obtained.

- Make clear the purpose of the call. Keep it short and to the point.

- Keep an accurate list of calls made and follow-up needed. Try to return phone messages promptly.

What do I do if I can't get to a phone?

Since teachers are usually in class, let business people know what time you are available to receive calls. Also, you may be able to get help from one of the following sources:

- An administrator or other educator in your school or district who has access to a phone.
- The Chamber of Commerce -- particularly for a specific project, such as worker shadowing.
- Your local Industry Education Council.
- One or more members of your advisory committee.

Writing Letters

A follow-up letter or personal letter to business representatives does the following:

- Thanks a person who has made a commitment to aid your project, and provides confirmation of the dates and times of the services to be rendered.
- Thanks every representative for taking the time to discuss the proposed activity. Even though the initial response may have been negative, a thank-you note and specific information about the activity should be mailed to encourage future participation.
- Sends information describing the school's effort and requesting a meeting to provide additional details and answer questions.
- Requests suggestions for improvement of the school activity.
- Informs them of benefits provided to students.

Hints on writing business letters:

- Include directions to the campus, a map of the campus, and parking permits, if necessary.
- Give at least three weeks notice of meetings in writing; try to give verbal notice even earlier.
- Include the date, beginning and ending times, location of the activity, and the agenda.
- For speakers, include the number of students, grade level, subject being studied, setup of the room, and equipment available. Also include an outline of the topics you would like them to discuss.
- For worker shadowing or mock interviews, state the grade level, occupational interests, and business courses taken by the student.

Always be sure your letters are businesslike -- check for typographical errors, use correct form, and be neat! Also, keep them brief -- not more than one page! A self-addressed envelope will increase chances of a written response.

Holding Meetings

- Outline purpose of meeting on agenda. Do not include matters that could be handled over the phone.
- Try to avoid time conflicts. Schedule to business participants' convenience. Avoid Monday and Friday meetings, if possible.
- Start and stop on scheduled time.
- Involve all participants.
- Offer refreshments.
- Use name tags and schedule introductions at beginning of each meeting.
- Make sure all materials you distribute have a "quality look" to them. If you do not have the resources, try enlisting help from a business. If a business gives this assistance, allow more lead-time for preparation of materials.

Promoting the Program

The results of the cooperative effort should be announced to the community. This publicity and recognition strengthens school/community relations and helps the students.

- Notify business representatives of usefulness of what they have contributed.
- Keep them updated on department progress.
- Give awards and public recognition. Volunteers in general are not motivated by monetary reward and are taking time away from their jobs. There has to be an incentive.

USE AND DEVELOPMENT OF ADVISORY COMMITTEES/TASK FORCES

- Stress an Active Commitment

  - When putting together an Advisory Committee, emphasize active participation and the development of training programs for students.

  - Involve school site and/or district administration to demonstrate school support. They can commit school resources which may leverage business contributions.

- Develop a timeline with goals, objectives, and tasks before meeting with the committee. (See GLOSSARY.)

- Use the advisory group effectively; avoid unnecessary meetings. The meetings should be organized with clearly defined goals.

- Consider having a local business person chair the advisory committee and run the meetings. This helps increase business commitment to the project, gives a strong image of community participation, and increases the probability others from the community will participate.

- Assign tasks to committee members at meeting; establish timelines.

- Inventory resources available through advisory committee members. This can help pinpoint what resources are needed and action can then be taken.

- Involve non-committee members in special, limited-duration task force activities that require special resources and/or talents.

- Keep the committee informed of what is going on in the program. This could take the form of a newsletter.

- Plan an open house activity to coincide with an advisory committee meeting.

- Devise a system of acknowledgements. Letters, framed certificates, and awards are ways of saying "thank you" to your committee members.

ADDITIONAL TIPS

- Involve Students

  Use students as tour guides, in letter writing, recruiting, taking minutes, etc.

- Prepare Students

  Encourage them to think of questions ahead of time. Business people don't want to feel their time is being wasted. Send motivated students to a company to ensure positive feelings on the part of the employer.

- Prepare for Speakers

  - Besides a confirmation letter, make a confirmation phone call the day before the speaker is to come. If they are not in, just leave a message.
  - Be specific about what you want.
  - Ask them to bring career information materials for the students.
  - If the group is small enough, use name tags.
  - Be sure equipment works.

- Contact Small Businesses

  Although larger businesses may be easier to contact and use as resources, small firms also have much to offer and may have a personal interest in the local school.

- Include a Variety of Businesses

  Office jobs exist in all businesses; include as many types of firms as possible (banks, government offices, universities, agencies, hospitals, etc.).

- Network

  Business representatives usually provide leads to other resource persons. Ask them for at least one additional contact. Some business representatives may offer to speak to their colleagues on behalf of the school; others may identify promising contacts and allow the school to use their names for introduction and reference.

- Be Specific

  Give as much information as possible when asking business people to participate in a project whether it is being a member of a Task Force or doing a single activity, such as speaking to a class.

- Give Feedback

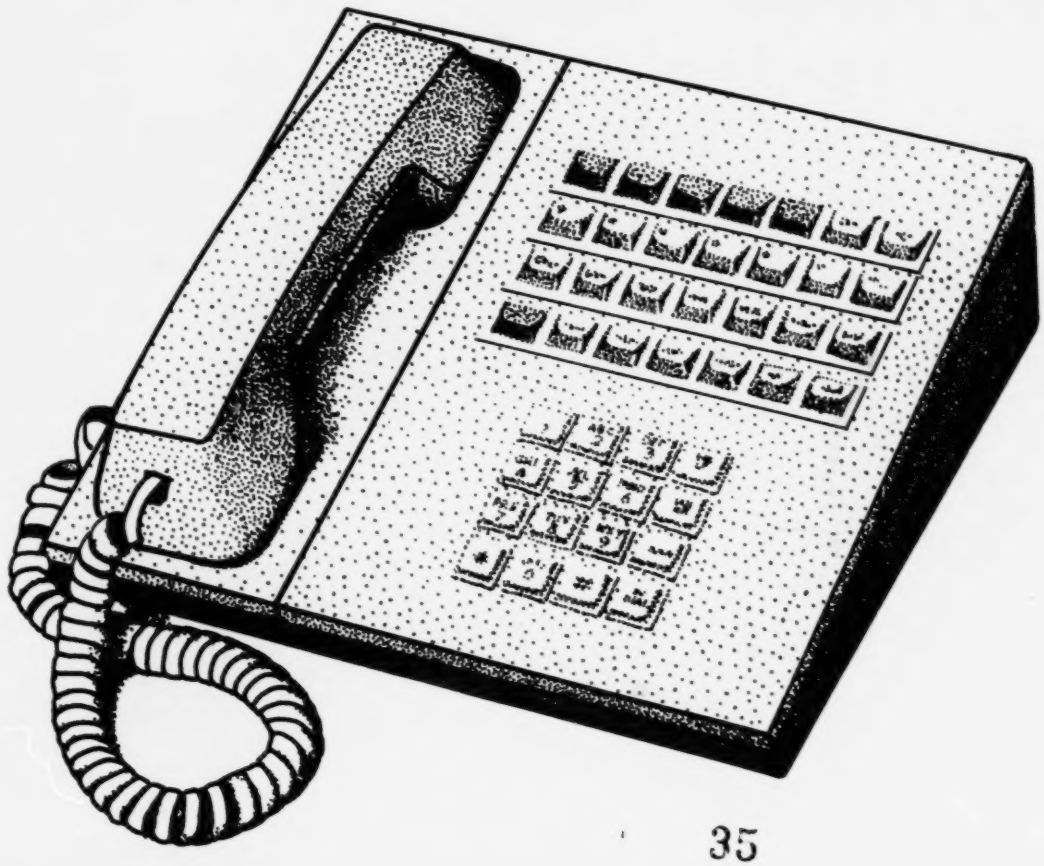
  Let employers know what activities students and teachers are doing; thank them for their participation.

- Involve All Your Business Teachers in Communications and Worksite Visitations

  Provide business representatives with background information about your teachers.

- Follow Through and Act Quickly on Recommendations from Business Representatives

VII. Activities



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VII. SUGGESTED PARTNERSHIP ACTIVITIES

ACTIVITIES THAT TAKE PLACE AT THE SCHOOL SITE

- Speaker Presentations to Business Education Classes

  A company representative talks to students about specific business careers, career requirements and preparation, career paths and opportunities for advancement.

- Class Presentations on Job Readiness and Job Search Techniques

  A business person gives a talk on one or more of the following topics: grooming; filling out applications and preparing a resume; attitudes, attendance, and promptness; interviewing skills; the labor market.

- Mock Interviews

  Students, prepared with resumes and applications, are interviewed for fictitious jobs by employers; videotapes can also be used to enhance effectiveness.

- Employment Testing

  A business representative administers company employment tests to students.

- Role Models

  Business people are available to individuals or small groups for career guidance and/or job counseling about their specific occupation.

- Corporate Tutors or Instructors

  Company representatives teach units in the classroom for one or more days per month.

- Student Recruitment

  Business persons help teachers recruit students into business education classes.

- Equipment and Facilities Evaluation

  A representative of a business firm assesses the suitability of present office equipment and facilities layout and makes suggestions for future purchases and room modifications.

- Career Passport

  A computerized "profile of employability" based on a student's interests and abilities (available from the Industry Education Council of California).

- Equipment and Materials Donation

  Company loans or donates business equipment such as typewriters, calculators, and computers; provides file folders, envelopes, forms, computer supplies, appointment books to business education classes. All are tax deductible.

- Student Fundraisers

  Business people assist students in planning fundraisers for FBLA and other student clubs.

- FBLA Activities

  Company representatives may be judges or advisors for competitive events.

- Career Fair

  Representatives from diverse occupations present information about the occupational outlook in their fields and the prerequisite training and qualifications.

- School Tours

  A group of business people is invited to tour the business education department to gain a better understanding of the business education program.

ACTIVITIES THAT TAKE PLACE AT THE BUSINESS SITE -- FOR STUDENTS

- Tour of Office Settings

  Students tour a company to gain an overall view of what working in an office would be like.

- Equipment Demonstrations

  Students see demonstrations of electronic typewriters, computers, and other office equipment at company site.

- Worker Shadowing

  A student spends from one-half to one day observing a worker whose career matches the student's aspirations.

- Non-paid Internships

  Students are placed in business sites on a non-paid basis. They receive training and school credit.

- Vocational Work Experience Program

  Students combine paid work experience with classroom instruction to develop needed skills and attitudes.

- Employment

  Students work part-time while in school or full-time after graduation. Companies in the program get first consideration by the best students.

ACTIVITIES THAT TAKE PLACE AT THE BUSINESS SITE -- FOR TEACHERS

- Teacher Visits

  Teacher sees the types of equipment being used, observes what employees are doing, and speaks with business people about the company and specific jobs.

- Internships

  On a paid or non-paid basis, teachers work at a specific job to gain a more realistic view of office occupations, i.e. nature of jobs and skills and equipment needed.

- Counselor Visits

  The counselor visits a company to increase awareness of business.

- Workshops or Seminars

  Teachers and counselors attend special corporate training sessions to learn how company office personnel are trained.

ADDITIONAL PARTNERSHIP ACTIVITIES

- Brochure Development

  A business person helps a school develop a brochure about the business education department.

- Career Information

  Companies provide ongoing occupational information on "office personnel" careers -- including career requirements, hiring policies, sample employment tests, and handbooks.

- Community/Business Surveys

  A survey can be conducted to determine job opportunities for students; equipment used in industry; skills, attitudes, and related performance requirements for entry-level employment; community interest in participating in business education programs.

- Curriculum Review and Validation

  Business persons review a school's business course structure and recommend units of instruction to emphasize locally.

- Certification of Students

  Companies help set up the criteria used for student certification.

- Meeting Places

  Companies offer their facilities for Advisory Committee/Task Force meetings.

- Public Relations and Recognition Events

  Companies sponsor recognition events to acknowledge outstanding business education students, teachers, and programs; they may offer certificates and plaques, cash awards, or scholarships.

- Study Grants for Teachers

  Businesses establish study grants for teachers who want to further their business backgrounds. These grants would be administered by a body such as a local IEC (or granting company) and would be awarded on a competitive basis.

- Mentorships for Students

  Student expresses an interest in a specific area of business and completes an independent research project. The project is evaluated and, if found to be of high quality, the student is given an opportunity to work directly with a person (mentor) who has that job.

- Newsletters

  Joint production of a newsletter between business and the school serves as an educational and community relations tool. The school produces the newsletter and the company duplicates it. Many companies have in-house reproduction facilities or special arrangements with local print shops.

- Teacher Development and Training

  Corporations that have in-house training programs might open these programs to teachers from the surrounding community at no charge. Classes are offered in management techniques, computer science, mathematics, secretarial training, etc.

- Corporate Training Resources

  Many corporations have videotape training programs for use in their employee development programs. Other employee development materials, such as cassette tape training programs and specialized reports (The Diebold Report, The Dow-Jones Newsletter, etc.) could be made available on a "loan-out" basis to teachers to help them keep current with new trends and ideas.

- Videotaped Instruction

  Educators and industry representatives meet to determine the curriculum and resources needed. Persons with special skills from industry (programmers, managers, etc.) are "loaned" for a specific period of time to participate in the production of videotapes for needed curricular areas.

- Videotapes of Speakers

  Many corporations and organizations sponsor well-known speakers. Videotaping these speakers (with their permission) and making these tapes available to schools provides a valuable resource in keeping the teaching staff current with new trends and thus would benefit the students greatly.

VIII. OFFICE MODEL SITE MATERIALS

Resource materials included in this Guide were selected from various office model site programs. They can be utilized as is or altered to meet the needs of individual schools. Additional materials may be obtained by referring to the "Matrix of Materials Being Used by Office Model Sites" on page 38 and contacting the person listed on the Roster of Office Model Sites. The site numbers listed in the Matrix refer to the sites listed below.

ROSTER OF OFFICE MODEL SITES

1. Bakersfield (Bakersfield, East, Foothill and West High Schools)

   Contact: Mr. Roy Fussel, Project Coordinator; Kern High School District; 1700 -21 Ashe Road; Bakersfield, CA 93309 (805) 831-2369

2. Contra Costa County (Alhambra, Antioch, and Clayton Valley High Schools)

   Contact: Ms. Carol Albright, Business Department; Alhambra High School; 150 E Street; Martinez, CA 94553 (415) 228-1200

   Ms. Donna Nunes, Business Education Department Chair; Antioch High School; 700 West 18th Street; Antioch, CA 94509 (415) 757-7110

   Ms. Judy Bond, Office Model Site Project Coordinator; Clayton Valley High School; 1101 Alberta Way; Concord, CA 94596 (415) 682-7474

   Ms. Donna Walton, Executive Director; Contra Costa County IEC; 200 Harriet Drive; Pleasant Hill, CA 94523 (415) 680-8744

3. Fairfield (Armijo High School)

   Contact: Mr. Melvin Cymanski, Business Department Chair; Armijo High School; 824 Washington Street; Fairfield, CA 94533 (707) 422-7500.

4. Fresno (Washington Union High School)

   Contact: Ms. Mary Ann Prody, Office Project Chair; Washington Union High School; 6041 Elm Avenue; Fresno, CA 93706 (209) 485-8805

5. Monterey County (Alisal High School)

   Contact: Ms. Ilene Hylton, Business Department Chair; Alisal High School; 777 Williams Road; Salinas, CA 93905 (408) 424-2811

6. Oakland (McClymonds High School)

   Contact: Ms. Allie Ford Gordon, Business Specialist; Oakland School District; 1025 Second Avenue; Oakland, CA 94606 (415) 836-8209

   Ms. Queen Settles, Business Department Chair; McClymonds High School; 2607 Myrtle Street; Oakland, CA 94607; (415) 893-6569.

7. Sacramento (Hiram Johnson West Campus)

   Contact: Mr. Don Giusti, Assistant Principal; Hiram Johnson West Campus; School/Business, Technology and Management; 5022-58th Street; Sacramento, CA 95823 (916) 451-2876

8. San Diego (Crawford High School)

   Contact: Ms. Sharon Hinkle, Coordinator; Business and Office Administration Center; 4191 Colts Way; San Diego, CA 92115 (619) 287-2892

9. San Gabriel Valley (Mark Keppel High School)

   Contact: Ms. Irene Cox, Business Department Chair; Mark Keppel High School; 501 East Hellman Avenue; Alhambra, CA 91801 (818) 308-2261

10. San Mateo County (Mills High School)

    Contact: Mr. Con Roboli, Business Department Chair; Mills High School; 400 Murchison Drive; Millbrae, CA 94030 (415) 697-3344, Extension 223

11. San Mateo County (Sequoia High School)

    Contact: Mr. Mas Hinaga, Business School Chair; Sequoia High School; Broadway and Brewster; Redwood City, CA 94063 (415) 367-9780, Extension 275

12. Santa Ana (Saddleback High School)

    Contact: Ms. Glenda Razor, Business Department Chair; Saddleback High School; 2802 South Flower Street; Santa Ana, CA 92707 (714) 558-5741

13. Santa Barbara (Dos Pueblos High School, Regional Occupational Program, Santa Barbara City College)

    Contact: Ms. Ruth White, Business Department Chair; Dos Pueblos High School; 7266 Alameda Avenue; Goleta, CA 93017 (805) 968-2541

    Mr. Jerry Belch, Computer Instructor; Santa Barbara County ROP; 7266 Alameda Avenue; Goleta, CA 93017 (805) 685-5775

    Ms. Myrna Harker, Business Education Teacher; Santa Barbara City College; 721 Cliff Drive; Santa Barbara, CA 93109 (805) 965-0581

    Ms. Mary Scopatz, Executive Director; Santa Barbara IEC; P.O. Box 6307; Santa Barbara, CA 93160-6307 (805) 964-4711, Extension 400

14. Ventura County (Royal High School)

    Contact: Mr. Hank Moon, Business Department Chair; Royal High School; 1402 Royal Avenue; Simi Valley, CA 93065 (805) 527-3232

15. Visalia (Golden West, Mt. Whitney, and Redwood High Schools)

Contact: Mr. James Brinkman, Director-Secondary Education; Visalia Union School District; 315 East Acequia Street; Visalia, CA 93291 (209) 625-6500

IECC Industry Education Council of California

Contact: Ms. Jan Half, Program Manager; IECC; 1575 Old Bayshore Highway, Suite 106; Burlingame, CA 94010; (415) 697-4311

SDE California State Department of Education

Contact: Mr. Gary Thompson, Program Manager; Business Education Unit, Vocational Education Division; California SDE; 721 Capitol Mall; Sacramento, CA 95814-4785; (916) 445-5182.

MATRIX OF MATERIALS BEING USED BY OFFICE MODEL SITES

	OFFICE MODEL SITES																
STUDENT RECRUITMENT	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	IECC	SDE
1. Brochure of program		x	x			x	x	x	x		x	x	x	x			
2. Parent letters		x	x				x	x				x					
3. Student letters		x		x		x	x	x									
4. Student recruitment videotape recording (VTR)	x	x	x				x									x	x
5. Feeder school student visitations		x	x	x			x					x					
6. Student/parent questionnaire of business education programs							x										
7. Publications		x												x			
BUSINESS/INDUSTRY RECRUITMENT	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	IECC	SDE
1. List of business associations	x	x	x	x			x	x					x			x	
2. Letter to business representatives	x	x		x	x	x	x	x	x	x		x					
3. Orientation/open house agenda		x					x		x		x			x			
4. Publication/newsletter announcements	x	x	x	x			x	x	x		x	x	x				
5. Company evaluation form of project				x					x					x			
6. Industry/education videotape recording (VTR) order form	x	x	x													x	x
CURRICULUM	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	IECC	SDE
1. Community survey		x	x					x	x			x			x		
2. Course listings and prerequisites		x	x	x		x	x	x	x	x	x	x	x	x			
3. Course/competency matrix or chart		x	x	x		x			x				x	x		x	x
4. Board of Education proposal for competency-based curriculum		x				x						x	x	x			
5. Curriculum writing plan/schedule		x	x	x		x					x			x			
6. Form for curriculum validation by industry		x	x	x		x				x		x		x			
7. Computerized recordkeeping of student competencies		x				x						x		x			
8. Sample certificates - state and local		x	x	x		x					x		x			x	x
9. Graduate follow-up survey		x	x	x				x									
PARTNERSHIP ACTIVITIES	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	IECC	SDE
1. Outline/timeline of project plan	x		x	x	x	x	x	x	x		x	x	x	x	x		
2. List and matrix of partnership activities by company		x			x	x			x	x				x			
3. Agenda for business task force meetings		x	x		x	x	x		x	x	x	x	x	x			
4. Form for visitation to business	x	x		x		x		x						x			
5. Agenda for company office tour		x		x			x					x		x			
6. Guidelines for business education class speakers		x															
7. Guidelines for student shadowing		x		x													
8. Letter, evaluation, thank you for mock interviews		x	x	x							x						
9. Guidelines for student on-the-job experiences			x	x		x					x						
10. Forms and applications for educator internship programs						x	x								x	x	
11. Inventory of office materials donation		x				x			x		x		x				

OFFICE MODEL SITE MATERIALS

STUDENT RECRUITMENT

1. **Brochure of program**
2. Parent letters
3. Student letters
4. Student recruitment videotape recording (VTR) (Refer to page 43-2.)
5. Feeder school student visitations
6. Student/parent questionnaire of business education programs
7. Publications

Business and Office Administration . . .

at Crawford for high school students. Career opportunities through San Diego City Schools in cooperation with the business community of San Diego.

San Diego City Schools

Center for Business and Office Administration at Crawford . . .

The Center for Business and Office Administration offers courses designed to provide high school students with an excellent foundation for advanced training in business and office administration while acquiring skills for entry-level employment. Students learn to operate computers and modern business equipment in realistic surroundings and gain on-the-job experience, both paid and unpaid, in businesses throughout the community.

In San Diego County, the majority of new job opportunities are business related. To help meet this great demand for trained personnel, business leaders from the community assist in program development, actively participate in classroom presentations, and provide job opportunities.

Whether a student is preparing for a full-time job, or part-time work while attending college, the Center for Business and Office Administration at Crawford can help achieve this goal.

Programs

Specialized course offerings in business and office administration include: accounting, banking and finance, data processing, word processing, and secretarial careers. Exploratory or specific career choices can be made from these specialty areas. Several Magnet Center classes are one-semester courses which permits more flexible scheduling and increased opportunities to take a variety of courses.

A wide range of English, social studies, mathematics, and physical education courses are available to balance the business curriculum and fulfill graduation requirements for the high school diploma. Students may enroll full-time in the comprehensive program at Crawford to complete graduation and college entrance requirements, or for two or four hours daily.

Accounting

Accounting 1 and 2 offers a foundation in accounting principles as related to modern data processing techniques and management functions. A semester of Accounting is a prerequisite for Accounting Careers and Computer Accounting.

Accounting Careers – This one-semester ROP course combines on-the-job work experience with classroom instruction to prepare students for a variety of entry-level positions in clerical accounting.

Computer Accounting – This one-semester ROP course applies computer programming to accounting. Accounting skills are reviewed, computer programs developed, data input and output analyzed.

College Credit for Accounting – Earn college accounting credit while in high school.

Banking

Banking Careers – This one-semester ROP course combines on-the-job work experience with classroom instruction to prepare students for positions in banks, savings and loans, consumer finance and credit unions.

Bank Proof Operator – A one-semester ROP course provides training in the operation of a bank proof machine.

Teller Training – A one-semester ROP course provides training in skills needed by beginning bank tellers.

Business Data Processing

Data Entry Operator – A one-semester ROP course combines computer terminal operation in the classroom and on-the-job work experience.

Business Programming and Applications – A one-semester or one-year course in learning aspects of a business computer, including programming in COBOL. Students learn to operate, program and solve problems with the computer.

Data Processing Fundamentals – A one-semester introductory course to learn about computers. Students operate computers, learn terminology and programming.

Word Processing and Secretarial

Executive Secretarial Training – In this one or two-semester course, students learn skills to be an executive secretary. Semester I combines advanced shorthand training with instruction in office administration. Semester II emphasizes machine transcription, records management, typing, and other advanced office procedures.

Word Processing Operator – A one or two-semester course to train students on computer typewriters and transcription equipment to learn entry-level skills needed in modern business offices.

Other Courses

Business Communications
Business Law
College Typing
College Notetaking
Computer Science
Economics
Psychology For Business
Typing
Shorthand
Job Prep
Office Training

Career Opportunities

The Center for Business and Office Administration at Crawford is especially for you, if your career interest is:

Accountant
Auditor
Bookkeeper
Computer Programmer
Computer Operator
Data Entry Operator
Bank Officer
Teller
Loan Officer
Office Manager
Administrative Assistant
Secretary/Stenographer
Systems Analyst
Word Processing Operator
Personnel Officer
Stockbroker

Advantages

- Modern equipment in a businesslike setting
- Highly qualified faculty and counselors
- On-the-job training at businesses throughout the community
- Preparation for entry-level positions in business and office management
- Excellent preparation for advanced training in business administration
- Study with highly motivated students who have similar career goals
- Specialized courses of study and individually paced instruction
- Emphasis on all academic courses required for high school graduation and college entrance

Cover photo by: Mark Johnson and Jack Kemp

Magnet Centers Offer Special Opportunities . . .

Each San Diego City Schools integration program is open to eligible district students and offers concentrated resources for instruction in a particular field of study. Small class size, specialized course offerings, master teachers selected for their expertise in the field, and up-to-date facilities and equipment are all made possible when students with similar career interests are grouped at one site rather than scattered at schools throughout the city. To assist magnet center students the school district provides free transportation for students who live outside the Crawford High School attendance area.

Who Is Eligible?

Students in grades 10 through 12 may participate in the Center for Business and Office Administration at Crawford. Students may apply at any time for enrollment in a magnet school program as long as the student's transfer will not adversely affect the ethnic balance at minority isolated or minority imbalanced schools. In the final selection of applicants, the ethnic balance of both sending and receiving schools as well as priorities for enrollment in the program must be considered before applications can be approved.

Application forms and additional information about program content, eligibility requirements and enrollment priorities can be obtained by contacting your school counselor or by calling the magnet center coordinator at Crawford (287-2892 or 583-2500).

But hurry! Complete your application early and turn it in to your counselor or send it directly to the program desired.

General information about other integration programs may be obtained by calling 293-8300.

Center For Business and Office Administration

Crawford High School
4191 Colts Way
San Diego 92115
Telephone 287-2892 or 583-2500

Voluntary Integration
Better Education by Choice

Revised 10/83

SANTA ANA UNIFIED SCHOOL DISTRICT
IN THE

BUSINESS IS "HIRE" EDUCATION

SANTA ANA BOARD OF EDUCATION

Joan Wilkinson ..... President

Sadie M. Reid ..... Vice President

Mary J. Pryer ..... Clerk

James A. Richards ..... Member

James E. Ward ..... Member

CENTRAL ADMINISTRATION

John Dunworth, Ed.D. ..... Superintendent

Ralph L. Jack ..... Assistant Superintendent
Secondary Division

Vergil Hettick, Ph.D. ..... Director
Secondary Curriculum

Jacquie Mobley ..... Assistant Director
Secondary Curriculum

HIGH SCHOOL PRINCIPALS

Edward S. Krass, Ed.D. ..... Saddleback High School
558-5741

Gerald Arriola ..... Santa Ana High School
558-5811

Ivan V. McKinney, Ph.D. ..... Valley High School
558-5771

Merrill Jacobs ..... Mountain View High School
558-5721

The Board of Education of the Santa Ana Unified School District, in 1981, requested proposals to develop an alternate route for students to meet high school graduation requirements. A program, which became known as the Applied Curriculum, was developed and authorized by the Board for implementation in the District.

The Applied Curriculum is designed to offer an education program to meet the needs of the students in the 80's by combining the Academic and Technical worlds. It is intended to teach Academic and Technical skills needed for the future in a practical classroom setting. It offers students the opportunity to earn a high school diploma (through an alternate route), explore future educational opportunities and/or enter the working world. Students will be able to meet some of their English and math proficiencies and other academic requirements through technical courses. Students master a large number of individual skills before receiving class credit. Because of the reliance on these individual skills, students exit the program with a predictable level of ability.

A sequence of courses has been selected for each individual program to provide students with an opportunity to develop the needed skills in each area. The Applied Curriculum prepares both the college bound as well as the non-college bound student for post high school study.

Upon completion of any program, students will receive certificates of achievement/completion as well as a listing of competencies reached and skills developed.

Business careers include a wide variety of occupations and professions from the entry-level clerical job to the highest level of administrative and managerial positions. These areas require various levels of ability, skill, and educational requirement, while other careers require a four-year college degree.

Complete programs for selected office occupations are presented to ensure that students will have the necessary competencies required for employment in the occupation for which they wish to prepare. Sequences of courses which make up the office education programs are presented in this brochure.

ACCOUNTING/DATA PROCESSING

GENERAL OFFICE

SECRETARIAL

WORD PROCESSING

The **computer** has been described as the single most important technological advancement in information processing since the introduction of the typewriter and the printing press. Because its application to business and office functions has revolutionized the manner in which information is processed, it is essential that secondary, adult and ROC/P business education curriculums be updated to ensure that students preparing to enter today's work force are computer literate and are trained in a variety of computer applications, including word processing, data entry, data retrieval, and payroll accounting.

Technology skills are taught in the various courses offered through the Business Enterprise.

COMPUTERIZED ACCOUNTING

COMPUTER APPLICATIONS

COMPUTER SYSTEMS

WORD PROCESSING

(ELECTRONIC TYPEWRITER TRAINING)

ACCOUNTING/DATA PROCESSING

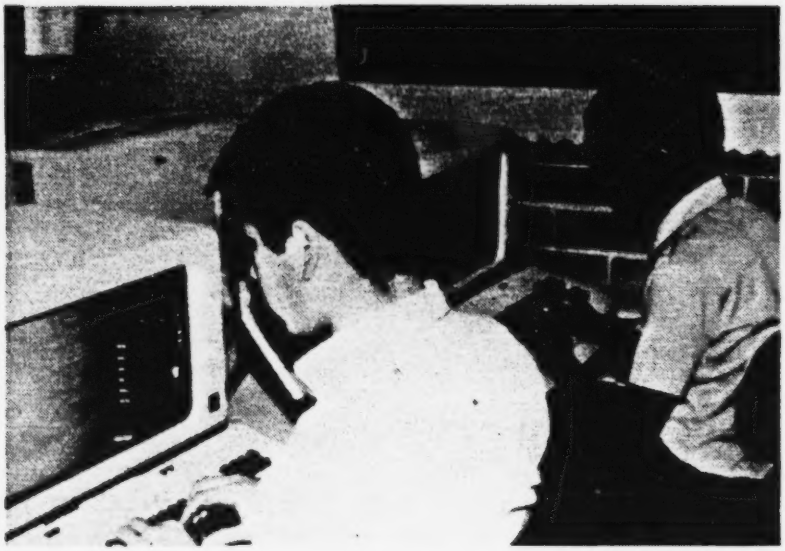
GRADE LEVEL	SEMESTER OR YEAR	COURSE TITLE
9-12	Semester	Typing 1
9-12	Semester	Office Procedures
9-12	Semester	Office Applications
10-12	Semester	Business Computations
10-12	Semester	Banking/Personal Finance
9-12	Semester	Computer Systems 1
10-12	Year	Computerized Accounting
10-12	Semester or Year	Business English
11-12	Semester or Year	Computer Application (ROP)

SANTA ANA COLLEGE . . . . . Accounting Program
SANTA ANA COLLEGE . . . . . Bookkeeping

WORD PROCESSING

GRADE LEVEL	SEMESTER OR YEAR	COURSE TITLE
9-12	Semester	Typing 1
9-12	Semester	Typing 2
9-12	Semester	Office Procedures
9-12	Semester	Office Applications
10-12	Semester	Business Computations
10-12	Semester	Banking/Personal Finance
11-12	Semester	Word Processing 1
11-12	Semester	Word Processing 2
10-12	Semester or Year	Business English
11-12	Semester or Year	Business Skills (ROP)

SANTA ANA COLLEGE . . . . . Secretarial Word Processing Program
SANTA ANA COLLEGE . . . . . Business Information Science Program



GENERAL OFFICE

GRADE LEVEL	SEMESTER OR YEAR	COURSE TITLE
9-12	Semester	Typing 1
9-12	Semester	Typing 2
9-12	Semester	Office Procedures
9-12	Semester	Office Applications
10-12	Semester	Business Computations
10-12	Semester	Banking/Personal Finance
9-12	Semester	Computer Systems 1
10-12	Semester or Year	Business English
11-12	Semester or Year	Business Skills (ROP)

SANTA ANA COLLEGE . . . . . Secretarial Office Training Program

SECRETARIAL

GRADE LEVEL	SEMESTER OR YEAR	COURSE TITLE
9-12	Semester	Typing 1
9-12	Semester	Typing 2
9-12	Semester	Office Procedures
9-12	Semester	Office Applications
10-12	Semester	Business Computations
10-12	Semester	Banking/Personal Finance
9-12	Semester	Computer Systems 1
10-12	Semester	ABC Shorthand
11-12	Semester	Secretarial Science
10-12	Semester or Year	Business English
11-12	Semester or Year	Business Skills (ROP)

SANTA ANA COLLEGE . . . . . Secretarial Program
SANTA ANA COLLEGE . . . . . Administrative Assistant Bilingual

OFFICE MODEL SITE MATERIALS

STUDENT RECRUITMENT

1. Brochure of program
2. **Parent letters**
3. Student letters
4. Student recruitment videotape recording (VTR) (Refer to page 43-2.)
5. Feeder school student visitations
6. Student/parent questionnaire of business education programs
7. Publications

MT. DIABLO UNIFIED SCHOOL DISTRICT
CLAYTON VALLEY HIGH SCHOOL
1101 ALBERTA WAY
CONCORD, CALIFORNIA 94521 - 3799
(415) 682-7474

OFFICE OF PRINCIPAL

March, 1984

Dear Parents:

As your son or daughter progresses through high school, it is vital that he or she begin preparation for later employment. As you are well aware, there are very few jobs available today for the untrained individual. Even with training, there is no guarantee of a job; but without any training the chances for employment are poor.

Students will begin selecting their courses for next year very soon. Many of the business courses are designed to help prepare your son or daughter for passing the required competency test, the Preliminary Scholastic Aptitude Test, and the Scholastic Aptitude Test. A part of every student's program in high school should include training for employment. For college-bound students, this training will prepare the student for part-time employment to help defray college expenses as well as provide greater flexibility in the job market.

The California State Department of Education states that according to the Bureau of Labor statistics, there will be a need for 16 million new or replacement employees in the clerical, accounting, secretarial, and sales fields. This is the largest category of projected labor growth. Training in these fields is available right here, at no extra cost, in the Business Education Department.

You do want your son or daughter to have a chance for employment after graduation. Make him or her aware of the opportunities that we offer for job preparation. Please read the attached information regarding the Business Education Department course offerings. Discuss with your son or daughter job-oriented business skills.

Should you have any questions concerning our business program, please call your school counselor or one of the business teachers listed below at 682-7474.

Ms. Mickey Vukovich, Department Head
Mr. Bill Boint
Mrs. Judy Bond
Ms. Kathy Glennon
Mrs. Bernice Kujawa

HIRAM JOHNSON WEST CAMPUS
School of
Business, Technology and Management
5022 - 58th Street
Sacramento, California 95820

August 17, 1983

Dear Parent or Guardian:

The purpose of this letter is to invite you to enroll at the Hiram Johnson West Campus. Enrollment at the West Campus is on a voluntary basis and the Application for Enrollment must be returned to this office by August 26, 1983, to insure enrollment for the Fall Semester, 1983. After this date, enrollment applications will be accepted on a space available basis only. The opportunity to enroll becomes increasingly limited as applications are being received daily. At this date, over 300 parents/guardians have enrolled their sons/daughters at the West Campus which will open with a population of approximately 450 students.

The West Campus offers an innovative educational program in which all students will have the opportunity to learn about computers and develop various skills and concepts within a Business Education format. The format, called Common Core, includes keyboarding, job application and interview techniques, personal development and decision making instruction, as just a few examples of this valuable curriculum. In addition to the Common Core, the West Campus offers a defined curriculum, emphasizing English and Mathematics that meets the graduation requirements of the Sacramento City Unified School District, the A-F entrance requirements of the University of California, as well as job entry preparation from high school for those students interested in employment directly from high school. The reverse side of this letter gives specific information on courses offered at the West Campus.

This innovative educational program is offered to students in a small, personal setting with a closed campus, a defined code of conduct, a dress code, and an atmosphere conducive to educational excellence. All students attending the West Campus must sign a contract agreeing to responsible behavior that insures this educational atmosphere and promotes learning for all students.

Transportation will be available to the West Campus by Regional Transit through its general student transportation service system. A shuttle service, using school district buses, will be available twice a day for students who must take courses on both campuses. Most students will be able to take all their course work on the West Campus, especially in grades 9 - 11.

The West Campus will offer students a daily Teacher Advisor Period, giving students the opportunity to have their questions or concerns addressed each morning. In addition, the West Campus will feature a flexible schedule, similiar to a college schedule, where classes are in session on alternate days for longer periods of time beyond the general one hour class.

To enroll at the West Campus, simply complete the attached application and return it by mail or in person to the Hiram Johnson West Campus, 5022 - 58th Street, Sacramento, California 95820. Upon acceptance of the applications, the process will begin to transfer student records from Hiram Johnson to the West Campus. For further information, please call 451-2876.

In the event you have already enrolled at the West Campus, you may disregard this letter and you will be receiving further information regarding the opening of school in the near future.

Sincerely,

Donald P. Gi[illegible]
Assistant Principal
Hiram Johnson West Campus

DPG/ps

COURSE OF STUDY

All students in Grades 9-11 must participate in six courses each semester. Administrative exceptions are made for some Grade 12 students. English, Mathematics and Common Core will be taken each semester by West Campus students. The following outline illustrates sample programs for each grade level.

Grades 9/10

One English course
One Mathematics course
One Physical Education course
One Science or Social Science
One Common Core
One Elective course

Grade 11

One English course
One Mathematics course
One American History
One Common Core
Two Elective courses

Grade 12

One English course
One American Government
One Common Core
Two or Three Elective courses

Students attending the West Campus have the opportunity to participate in most college preparatory or non-college preparatory courses offered at the comprehensive high school. Those course offerings for the 1983-84 school year for the West Campus are.

English 9, 10, 11, 12
Language Skills 9, 10, 11, 12
English Proficiency
French 1, 2, 3
Spanish 1, 2, 3
Concepts in Physical Education
Traffic Safety Education

1st yr Algebra
Geometry PI/S
Pre Algebra
Mathematical Concepts in Business
Mathematics Proficiency
Work Experience and ROP

General Biology
Molecular Biological Science
World History
U.S. History
American History
U.S. Government
American Government

All West Campus students must participate in a program called Common Core, which is part of the Business Education concept. This program is designed to introduce all students to a variety of skill building and developmental experiences in preparation for higher education or job entry from high school.

COMMON CORE I

(Grades 9-10)

Keyboard Skills - 18 weeks
Computer Skills - 9 weeks
LAPS - 9 weeks

LAPS

Includes, development of positive attitudes, communication and decision making skills. Problem solving and goal setting techniques. Learning to maintain records and reading manuals of reference.

COMMON CORE II

(Grades 11-12)

Computer Skills - 9 weeks
Business Machines - 9 weeks
Public Speaking - 9 weeks
LAPS - 9 weeks

LAPS

Includes instruction in personal and mechanical skills development, resume writing and interview techniques, leadership and communication development.

OFFICE MODEL SITE MATERIALS

STUDENT RECRUITMENT

1. Brochure of program
2. Parent letters
3. **Student letters**
4. Student recruitment videotape recording (VTR) (Refer to page 43-2.)
5. Feeder school student visitations
6. Student/parent questionnaire of business education programs
7. Publications

MT. DIABLO UNIFIED SCHOOL DISTRICT
CLAYTON VALLEY HIGH SCHOOL
1101 ALBERTA WAY
CONCORD, CALIFORNIA 94521 - 3799
(415) 682-7474

OFFICE OF PRINCIPAL

February, 1984

Dear

1. Are you thinking about going to college?

2. Are you thinking about getting a job?

3. Are you thinking about taking the PSAT or SAT?

As you select your classes for next year, think about the many business courses designed to help prepare you for the above.

Specifically--

1. SHORTHAND (STENO I) will assist you in taking notes for high school classes as well as college classes.

   The skills you will learn in OFFICE PRACTICE will help you become a better-organized student and will improve your typing skill for those all-important college papers as well as typing for your personal use. (Letter of Application, Personal Data Sheets, Follow-up Letters, etc.)

2. The skills you will learn in SHORTHAND and OFFICE PRACTICE include Word Processing which will help you get better-paying jobs after high school or a better part-time job during college to help defray college expenses.

3. The skills you will learn in SHORTHAND and OFFICE PRACTICE will assist you in your spelling, your punctuation, and your basic grammar.

As you select your classes for next year--think about taking SHORTHAND and/or OFFICE PRACTICE. If you have any questions, contact either Mrs. Bond in Room A-10 or Ms. Vukovich in Room A-6 or leave a note in either mail box in the Main Office.

See you in class next year?

J. Bond
M Vukovich

Mrs. J. Bond, Instructor
Ms. M. Vukovich, Instructor
Business Education Department

SAN DIEGO CITY SCHOOLS

CRAWFORD HIGH SCHOOL
4191 Collis Way, San Diego, CA 92115-6090
(619) 583-2500

February, 1984

RE: MAGNET CENTER OPPORTUNITIES

The Magnet Center records indicate you are on the "wait list" to attend the Gompers Magnet Center. You are wise to prepare yourself for a technological career. Job opportunities and high salaries exist in these areas.

To be assured you get technological training while in high school, you might want to consider the Business Magnet Center at Crawford High School. Let me tell you in brief about our program and facilities.

CLASSES

Computer Science
--One-year course
--Learn BASIC language

Computer Applications
--One-year course
--Includes FORTRAN, ASSEMBLER languages

Business Programming
--One-year course
--Subset of COBOL and appropriate applications for business

FACILITIES

--Three labs with Apple computers plus dedicated word processors
--Two Hewlett Packard time-share ports
--Cromemco with terminals
--XL-40 with terminals

If you attend our magnet, you may be eligible to participate in the Independent Studies Program for highly gifted students. You would have an opportunity to pursue a course of individualized study.

CLASSES

Advanced Biology	Spanish 1-12
Advanced Chemistry	Latin 1-6
Advanced Math	German 1-8
Honors English 3-4	French 1-10
Advanced American Literature	Partnership with
Advanced U. S. History	San. Diego State
AP European History/Am. Government	

To enroll, simply complete the enclosed application. The Business Magnet Center teachers and staff would appreciate the opportunity to talk with you and to give you a tour of our facilities. You can arrange an appointment at your convenience by calling me at 287-2892.

Sincerely,

Sharon Hinkle

Sharon Hinkle
Business Center Coordinator

Enclosure

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OFFICE MODEL SITE MATERIALS

STUDENT RECRUITMENT

1. Brochure of program
2. Parent letters
3. Student letters
4. **Student recruitment videotape recording (VTR) (Refer to page 43-2.)**
5. Feeder school student visitations
6. Student/parent questionnaire of business education programs
7. Publications

OFFICE MODEL SITE MATERIALS

STUDENT RECRUITMENT

1. Brochure of program
2. Parent letters
3. Student letters
4. Student recruitment videotape recording (VTR) (Refer to page 43-2.)
5. **Feeder school student visitations**
6. Student/parent questionnaire of business education programs
7. Publications

HIGH SCHOOL PLANNING

VISITATION TO

BUSINESS EDUCATION DEPARTMENT

GOAL: Make High School Planning students aware of courses offered throughout the Business Education Department at Saddleback High School and observe training facilities available to the students.

STUDENT OBJECTIVE: The students will

1. Observe Typing 1 and Typing 2 students and classrooms (Rooms 6 & 4)

   1.1 Business Instructor Information
   1.2 Hands on experience

2. Observe Word Processing Lab (Rooms 3 & 5)

   2.1 Business Instructor Information
   2.2 Hands on experience

3. Observe Computer Lab (Room 2)

   3.1 Business Instructor Information
   3.2 Hands on experience

HIGH SCHOOL PLANNING INSTRUCTORS

1. Please take roll before your visitation to the Business Education Depart.
2. Start the visitation in Room 6.

VISITATION SCHEDULE

Monday, March 19, 1984

2nd period - Larry Collier

3rd period - Larry Collier

4th period - Larry Collier

5th period - Larry Collier

6th period - Larry Collier

Tuesday, March 20, 1984

1st period - Magali Gil

2nd period - Magali Gil

3rd period - Magali Gil

5th period - Diane Kawauchi

BUSINESS DEPARTMENT

BUSINESS INSTRUCTORS

Wednesday, March 21, 1984

		8:15 to 8:30	8:30 to 8:45	8:45 to 9:00
1st period				
Razor	(go to)	Room 3		Room 2
Furches	(go to)		Room 2	
Barr	(go to)	Room 2		Room 3
Gratsch	(go to)		Room 3	
2nd period				
Money	(go to)	Rooms 4 & 6	Room 3	Room 2
Barr	(go to)	Room 2		Room 3
Gratsch				
Smartt	(go to)	Room 3	Room 2	
3rd period				
Razor				
Money	(go to)		Room 2	Room 3 (1st 8 min.)
Barr	(go to)		Room 3	Room 2 (1st 8 min.)
Nichols	(go to)	Room 2		Room 3 (2nd 7 min.)
Smartt	(go to)	Room 3		Room 2 (2nd 7 min.)
4th period				
Razor	(go to)		Room 3	
Furches	(go to)	Room 2		
Gratsch				
Smartt	(go to)	Room 3		Room 2
Barr	(go to)		Room 2	Room 3
5th period				
Furches	(go to)	Room 2		
Gratsch	(go to)	Room 3		
Nichols	(go to)		Room 2	Room 3
Smartt	(go to)		Room 3	Room 2
6th period				
Furches	(go to)	Room 2		
Gratsch	(go to)	Room 3		
Smartt	(go to)		Room 3	Room 2
Barr	(go to)		Room 2	Room 3

Thursday, March 22, 1984

ALL BUSINESS INSTRUCTORS HELP THEIR STUDENTS COMPLETE REGISTRATION FORMS AND ANSWER QUESTIONS!!!!!

OFFICE MODEL SITE MATERIALS

STUDENT RECRUITMENT

1. Brochure of program
2. Parent letters
3. Student letters
4. Student recruitment videotape recording (VTR) (Refer to page 43-2.)
5. Feeder school student visitations
6. **Student/parent questionnaire of business education programs**
7. Publications

WEST CAMPUS
Hiram W. Johnson High School
School of Business, Technology, and Management

Student/Parent Questionnaire

Student Name: _____, _____ ____ ____ ____ ____
Last Name First M.I. D.O.B. M F

Current Grade Level _____ Current School _____

Address _____

Parent's Name _____ Home Telephone _____ Work Telephone _____

To Be Completed By the Student
(If additional space is needed, use a separate sheet of paper)

1. Why do you want to attend the West Campus? What do you expect to achieve in participating in the program?

2. Please describe yourself as a student.

3. In the areas of discipline, behavior and citizenship, how would you describe yourself?

4. List your talents, hobbies or interests.

5. List any awards you have received or prizes you have received (academic, sports, church, scouts, etc.).

6. Please list three teachers/counselor at your current school that can be contacted as references.

_____

_____

_____

To Be Completed By the Parent

1. Please state reasons you want your son daughter to attend the West Campus.

2. Is your son/daughter currently participating in a Special Education or English as a second language program? Yes___ No___. If yes, please explain the program.

3. Please list courses and scholarship/citizenship marks from the most recent report card or provide a photocopy.

	Course	Scholarship Mark	Citizenship Mark
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____

4. Please indicate the English and mathematics course your son/daughter will be taking for the 1984-85 school year. English courses are listed by grade level; mathematics courses are listed in order of difficulty with Mathematics Concepts in Business as the fundamental mathematics course.

English	Mathematics
Language Skills 9___ 10___ 11___ 12___ (Non College Preparatory)	Mathematics Concepts in Business___
	Pre Algebra___
English 9___ 10___ 11___ 12___ (College/University Preparatory)	Algebra___
English 9G___ 10G___ 11G___ 12N___ (Identified Gifted or Talented)	Geometry___
	Algebra II___
	Trigonometry___

TO BE RETURNED IN SELF-ADDRESSED, STAMPED ENVELOPE

OFFICE MODEL SITE MATERIALS

STUDENT RECRUITMENT

1. Brochure of program
2. Parent letters
3. Student letters
4. Student recruitment videotape recording (VTR) (Refer to page 43-2.)
5. Feeder school student visitations
6. Student/parent questionnaire of business education programs
7. **Publications**

SEQUOIA TIMES

Sequoia High School, Broadway & Brewster, Redwood City, California

VOL. LXXVII, NO. 6 April 3, 1984

Business School Plans Ahead For Next Year

"How can I find a good paying full or part-time job? How can I afford to pay for college, buy a car or afford to live in my own place?" These are some common questions of typical young people today.

At the same time, there has been an increased demand in the business world for trained office support personnel such as typists, secretaries, word processors, and computer operators. Though the business school has been successful in placing a number of students in well-paying jobs, there is a large backlog of job orders that have not been filled due to a shortage of trained and available students. There is a need to build a much larger pool of trained students.

It is to fill the needs of students and the needs of business, that the concept of the business school evolved. It began with the suggestion by Mr. Earl Walker, Principal of Sequoia, that the existing business department consider transforming itself into a "school-within-a-school." The business department received a grant of $20,000 through the efforts of Dr. Norman Shapiro, District Voc. Ed. Director, Mr. Earl Walker, Principal, and Jonna Digesti, Vice-Principal. This grant is being used to fund the establishment of a business school. The following projects or activities have been completed towards the fulfillment of the business school concept.

1. A brochure describing the business school has been printed to acquaint students with the programs offered by the business school.

2. A brochure entitled, "Job-Holding Tips for the Student Employee" was also completed. This brochure is designed to help students hold on to their jobs and to move ahead.

3. Three new courses were added in the past two years. (1) Keyboarding, (2) Word Processing, and (3) Business English (which will be offered in Sept. 1984).

4. Certificate programs have been established for Word Processing, Accounting, Stenographer/Secretary, General Clerk and Clerk-Typist. These programs outline specific required courses. Students averaging a "B" grade or better will receive a Certificate of Proficiency, while students averaging a "C" grade will receive a Certificate of Completion.

5. Revisions in the business curriculum are in process and will reflect the increasing use of the word processor and computer.

Mrs. Dorothy Felice helps a student in Sequoia's new Business School.

6. Teachers are visiting industries to become more knowledgeable regarding the many changes that are occuring in offices everywhere. These visitations include Standard Oil, Xerox Corp., US Geological Survey, Addison-Wesley Publishing Co., and Ampex Corp.

A notable change has been occuring in the types of students who are interested in equipping themselves with office skills. Outstanding college-bound students who are interested in a degree in business administration or law have gone through the business programs in past years. Frances Debie (Menlo College), Linda Paulazzo (Santa Clara University), Cindy Macdonald (UC Santa Barbara), and Julie Gross (College of San Mateo), are some of the students who reflect this change. This year, Kim Scutero, Student Body President, is in the business program and is currently employed part-time as a secretary at Addison-Wesley Publishing Company in Menlo Park.

The business school will be in full operation in September of 1984. Keep an eye on us.

CED Bulletin WEE

November 1983 Mark Keppel High School Volume 3 Issue 2

DID YOU KNOW THAT-----

Mark Keppel High School' Business Education Department is one of twelve high school B.E.D's in this state to be selected as an Office Support Model Department by the Industry Education Council of California (IECC)?

The IECC is a group of leaders from business, industry, government, agencies, and education who have formed a task force to address statewide employer needs for "office support" personnel.

Representatives from major companies and school districts have met and established several projects to inform people about the shortage of qualified office support employees recruit more students into Business Education programs; revise office occupations curriculum compentencies; highlight exemplary efforts in B. E. programs; stimulate staff development; and promote interaction between schools and the business community.

This past summer Irene Cox, Department Chair, Susan Merritt, Joyce Moyer, and Susan Sanchez put in many hours rewriting their courses of study so that they meet the requirements for the Compentency-based Office Support High School Curriculum developed by the California State Department of Education and validated by the IECC Office Support Task Force companie

Mark Keppel's students will receive training to work as Clerk/Typists, Stenographers/Secretaries, Word Processing Operators and also in Computerized Accounting. The students will receive certificates in the skill area upon successful completion of the programs. Major Califorina employers have validated the office competencies covered in this curriculum.

CONGRATULATIONS AND THANK YOU FOR ALL YOUR EXTRA HOURS OF WORK FOR MARK KEPPEL HIGH SCHOO AND OUR BUSINESS EDUCATION STUDENTS!!!!!

MONTEREY PARK STUDENT HONORED

Rosemary Armendarez was one of five youths to be honored by Los Angeles Co. Supervisor Ed Edelman for outstanding performance in the Summer Youth Employment Program. Rosemary worked at Monterey Park City Hall in the Personnel Department. CONGRATULATIONS!!!!!

OFFICE MODEL SITE MATERIALS

BUSINESS/INDUSTRY RECRUITMENT

1. **List of business associations**
2. Letter to business representatives
3. Orientation/open house agenda
4. Publication/newsletter announcements
5. Company evaluation form of project
6. Industry/education videotape recording (VTR) order form (Refer to page 43-2.)

LIST OF BUSINESS ASSOCIATIONS

"Improving Student Performance in California: A Catalog of Business and Community Progress in Support of Local Education."

Published by: California Roundtable
P. O. Box 7643
San Francisco, CA 94119
Telephone: (415) 974-5721

City Chamber of Commerce

County Chamber of Commerce

County Board of Supervisors

Industrial League of _____County

Kiwanis Club

Local Industry Education Council

Rotary Club

Service Clubs

Airline Pilots Association (ALPA)

American Bar Association

American Dental Association

American Hospital Supply Corporation

American Institute of Architects

American Medical Association

American Nursing Association

American Society of Interior Design

American Society of Training and Development

Career Guidance Association

Employment Advisory Council

Personnel Industrial Relational Association

Public Relations Society

Women in Communications

_____ County Engineers

IECC Community Resource Directory

OFFICE MODEL SITE MATERIALS

BUSINESS/INDUSTRY RECRUITMENT

1. List of business associations
2. **Letter to business representatives**
3. Orientation/open house agenda
4. Publication/newsletter announcements
5. Company evaluation form of project
6. Industry/education videotape recording (VTR) order form (Refer to page 43-2.)

ALHAMBRA SCHOOL DISTRICT

MARK KEPPEL HIGH SCHOOL, 501 East Hellman Avenue, Alhambra, California 91801 (818) 308-2242

Rudy Chavez
Principal

November

Dear

The Business Education Department of Mark Keppel High School is now developing an extensive program for training students in the office support areas of Clerk-Typist, Stenographer/Secretary, Word Processor, and Accounting Clerk. We are working closely with the Industry Education Council of California and the State Department of Education in restructuring our curriculum to meet the needs of our local business community.

Our main goal is to provide business and industry with competent job applicants who are certified by our department staff.

We need you to help us determine your needs in developing our training program. The enclosed brochure will detail the project and benefits you can expect by assisting us in this worthwhile program.

We will be calling you to discuss the possibility of becoming a member of our Office Support Model Task Force. Your participation is needed to develop an office support program which will meet your needs.

Sincerely,

Irene Cox, Chairperson
Business Education Dept.

Kay Fosselman, Coordinator
Career Education Dept.

mlg

Enclosure

EQUAL OPPORTUNITY EMPLOYER

GREATER SAN DIEGO INDUSTRY-EDUCATION COUNCIL
6401 Linda Vista Road, Room 305, San Diego, CA 92111-7399/Telephone (619) 292-3710

The Link between Industry and Education

May, 1984

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Susan Reese
San Diego Unified School District

Robert B Sarsfield
Communications Workers
of America

Mr. Jack W. Goodall Jr., President
Foodmaker
9330 Balboa Avenue
San Diego, CA 92123

RE: INDUSTRY SUPPORT OF MODEL OFFICE CURRICULM

Crawford High School, the Business and Office Administration Magnet Center in the San Diego City Schools, has been selected as a state site to implement the Industry Education Council of California office support model curriculum. To implement the model office support curriculum, current input from business and industry is needed.

The business teaching staff at Crawford has requested your firm to give business and industry input: Between one and three teachers request a 5-7 hour visit to your firm this summer.

The visit would consist of:

(1) A tour to observe equipment, software, training programs, and general office procedures. Areas of specialized interest are: clerical, secretarial, accounting, data processing, and word processing.

(2) Interviewing the personnel director and/or office manager. Enclosed are sample questions that the teachers would be asking.

Additional information will be welcomed.

Effectively preparing young people for office support careers is the objective of implementing a model office curriculum. We hope you choose to participate.

Complete the reply sheet and return by June 1.

Sincerely,

Pete Rios, President
Greater San Diego IEC

lr

Enclosures

84

RECEIVED NOV 26 1984

OFFICE MODEL SITE MATERIALS

BUSINESS/INDUSTRY RECRUITMENT

1. List of business associations
2. Letter to business representatives
3. **Orientation/open house agenda**
4. Publication/newsletter announcements
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6. Industry/education videotape recording (VTR) order form (Refer to page 43-2.)

Alisal High School
IECC/SDE Project

VISITATION/ORIENTATION

May 17, 1984

Sponsored by
AHS Business Department
Ilene Hylton and John Favero

8:45 - 9:05	Refreshments/Registration	
9:05 - 9:10	Welcome:	Lourdes Salazar FBLA President
9:10 - 9:15	Welcome:	Gary Horsley Principal
		Jan Half State IECC Representative
9:15 - 9:30	Video Tape	
9:30 -10:30	Tours of the school programs	
10:30-10:40	Compensatory Education/ Special Projects	John Griffin, Director
10:40-11:00	Closing Remarks:	Peggy Chandler, President Local IEC
		Dan O'Brien IEC Liaison to Alisal High

Over

Alisal High Schol

TOUR #1

Computer Lab
Reading Lab
Foreign Language: French Culture
Spanish Culture
Business Department

TOUR #2

Singer Center
Career Center
Basic Math
Business Department

TOUR #3

Biology 3-4
English as a Second Language
English Writing Center
Business Department

TOUR #4

People of the World
English 5-6
Fine Arts: Art
Music
Business Department

OFFICE MODEL SITE MATERIALS

BUSINESS/INDUSTRY RECRUITMENT

1. List of business associations
2. Letter to business representatives
3. Orientation/open house agenda
4. **Publication/newsletter announcements**
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3. FAIRFIELD

FAIRFIELD -SUISUN
CHAMBER OF COMMERCE
OFFICIAL PUBLICATION
ACTION NEWS

1111 WEBSTER STREET
FAIRFIELD, CALIFORNIA
PHONE (707) 425-4625

October 1, 1983

INDUSTRY-EDUCATION COUNCIL

To local businesses who hire clerk-typists, secretaries, and other office occupations where computer competency is becoming more and more important.....take heed!

Armijo High School's Business Department has been selected as one of 15 high schools throughout California to conduct a pilot program designed to coordinate the needs of your business occupations with the courses taught in school.

Through our local I.E.C. a grant has been received to allow teachers to go into local businesses where they will observe your methods, your employees, and your problems so that the courses they teach will be relevant to the work place.

To do this we need your help and cooperation.

Businesses with office staffs having jobs that are computer related are asked to contact Yvette Hoffer of the Armijo Business Department. She will arrange to have a business education teacher come into your business to observe and work with your employees.

Their experience with your job will be used to update the classroom experience for your future employees. Also, the results of this program will be included in a handbook which will then be used in other California high schools to update their programs.

This is a great opportunity for you to help the schools do their job and to help yourself by assuring a better qualified employee in the future.

Call Hoffer at 422-7500. She will explain the program and make all necessary arrangements.

Sequoia chosen for model

By DUANE SANDUL
Times Staff Writer

REDWOOD CITY — Sequoia High School has been selected as one of 16 model sites to establish a business school.

Trustees of the Sequoia Union High School District Wednesday night discussed how the model program might affect other business education programs in the district and set Nov. 16 to decide whether to accept the $20,000 grant from the state Department of Education and the Industry Education Council.

The business school program would enable students who complete a prescribed progression of courses with an overall average of "B" or better to receive a certificate of competency attesting to their capabilities.

Concentration would be in word processing, accounting, stenographer /secretary and clerk-typist.

According to Sequoia business teacher Mas Hinaga, "the most significant difference between a business school and business department is its general organization. The business school would evolve into an integrated school within a school."

The business school would be guided and supported by an advisory council comprised of interested community business leaders. The business school also would coordinate with and support expanded contacts with the business community and assist in the acquisition of more comprehensive business career and guidance materials.

The business school, according to Hinaga, would be able to offer a more comprehensive and contemporary curriculum, including high-tech related courses.

"To the business community the existence of a business school at Sequoia High would result in awareness of the fact that a significantly larger pool of qualified students is available to help meet industry's office personnel needs," Hinaga said.

The grant is for release teacher time, extra pay for teachers and substitute time to update and assess curriculum, funds for visitations to local business and industry, consultant services from the Industry Education Council of California and others, instructional and media materials, and attendance at local workshops called by the state Department of Education.

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ALHAMBRA
SCHOOL DISTRICT

MARK KEPPEL HIGH SCHOOL, 501 East Hellman Avenue, Alhambra, California 91801 (818) 308-2242

Rudy Chavez
Principal

May 30, 1984

The business department of Mark Keppel High School would like to thank you for your participation as a member of our Office Support Model Task Force. Having the opportunity to share ideas and concerns with you has been essential to both our professional and curriculum development. Your suggestions and recommendations have proven instrumental in training our business education students realistically.

Each member of our Task Force has participated in many different ways. These activities include:

Student and Teacher Tours	Student Fundraisers
Speaker Presentations	Equipment Demos
Competency Validation	Employment Testing
Equipment Evaluation	Business Surveys
Student Interviews	Computer Faire Demos
Advisory Committee Meetings	Task Force Meetings

In addition, several companies have donated materials and supplies which include applications and other forms, window and plain envelopes in all sizes, appointment books, IBM carbon ribbons, printer paper, liquid paper and correction tape, adding machine tape, and much more. With the numbers of students in our department increasing and no corresponding increase in budget, the donations are appreciated.

On the enclosed sheet, I am asking that you evaluate what we have done this year. Please return the evaluation to me before June 15 so that we may begin planning our activities for next year.

Your assistance has been invaluable and we look forward to meeting with you in early September. Your recommendation for a specific meeting date and time can also be included on the evaluation sheet. Thank you again.

Sincerely,

Irene Cox

Enclosure

mlg

"EQUAL OPPORTUNITY EMPLOYER"

EVALUATION FORM
MKHS IECC OFFICE SUPPORT PROJECT

1. What were the positive aspects of the project you feel we should continue?

2. What are your major concerns and/or what topics should we address to work more closely together next year?

3. How many group meetings should we schedule next year? _____

   When should they be scheduled? ____Morning ____Afternoon ____All Day

   Which day of the week do you prefer? _____

   Suggested meeting dates in September. _____

4. Additional comments or suggestions.

Please return this evaluation form and your checklist to me by JUNE 15.

I have also enclosed minutes of our last meeting and look forward to working with you again next year.

OFFICE MODEL SITE MATERIALS

BUSINESS/INDUSTRY RECRUITMENT

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5. Company evaluation form of project
6. **Industry/education videotape recording (VTR) order form** **(Refer to page 43-2.)**

OFFICE MODEL SITE MATERIALS

CURRICULUM

1. **Community survey**
2. Course listings and prerequisites
3. Course/competency matrix or chart
4. Local Board of Education proposal for competency-based curriculum, graduation requirements
5. Curriculum writing plan/schedule
6. Form for curriculum validation by industry
7. Computerized recordkeeping of student competencies
8. Sample certificates -- state and local
9. Graduate follow-up survey

Visalia

California's All-Around City

March 8, 1983

As a member of the Visalia Chamber of Commerce and an employer of clerical and/or retail sales staff, you have been selected to receive this survey. This is a joint effort of the Visalia Unified School District, Business Education Indepth Study, and the Chamber of Commerce. The purpose of the study is to analyze whether business education courses being taught in our high schools are relevant in contrast to the needs of our local business and industry.

The results of the survey will answer three major concerns: (1) Are our Business Education Departments providing appropriate training in the entry-level business skills or do we need to update our present program? (2) How are you using computers in your business/industry? (3) Can we develop a mutually beneficial articulation/visitation program between the business world and our business education programs?

We appreciate your help and will be happy to provide you a copy of the results of this survey. Please complete and return it to us in the enclosed stamped, self-addressed envelope by March 22, 1983.

Sincerely,

Pat Hogan, Chairman
Business Education Committee
Visalia Chamber of Commerce

Lynda Reddell, Coordinator
Business Education Indepth Study
Visalia Unified School District

Enclosures

Convention and Visitors Bureau · Chamber of Commerce

720 West Mineral King Visalia, California 93291 (209) 734-5876

VISALIA CHAMBER OF COMMERCE
VUSD BUSINESS EDUCATION INDEPTH STUDY

JOINT SURVEY
1982-83

Name of Business_____

Address_____

Contact Person_____Telephone No._____

Title_____

1. Is your business/industry involved primarily in (please check one)?

A.	Financial/Lending	_____
B.	Medical or Legal	_____
C.	Retail Sales	_____
D.	Insurance	_____
E.	Public Service	_____

2. How many clerical staff do you employ?

A.	0-4	_____
B.	5-9	_____
C.	10-20	_____
D.	21-50	_____
E.	51+	_____

3. How many retail sales staff do you employ?

A.	0-4	_____
B.	5-9	_____
C.	10-20	_____
D.	21-50	_____
E.	51+	_____

4. Within the past five years, have you hired a student just out of high school with business skills such as typing, shorthand, and/or bookkeeping?

A.	Yes	_____
B.	Don't know	_____
C.	No	_____

5. If you answered yes, how did the student(s) perform those entry-level skills?

A.	Very satisfactorily	_____
B.	Satisfactorily	_____
C.	No Opinion	_____
D.	Unsatisfactorily	_____
E.	Very unsatisfactorily	_____

If you answered D or E, indicate how or in what areas the employee was deficient. If necessary, use the back of this page.

_____

_____

_____

6. Do you use skill-level employee tests in your hiring process?

A. Yes	_____
B. Don't know	_____
C. No	_____

7. If you answered "Yes" to No. 6, would you be willing to share your testing process with Business Education teachers?

A. Yes	_____
B. Maybe	_____
C. No	_____

Please rate the following entry-level skills as to their importance for getting a job upon graduation from high school using this scale:

A=Most Important
B=Important
C=Somewhat Important
D=No Opinion
E=Not Important

	A	B	C	D	E
8. Typing (how fast_____)	_	_	_	_	_
9. Shorthand (how fast_____)	_	_	_	_	_
10. Bookkeeping	_	_	_	_	_
11. Operate spirit duplicator	_	_	_	_	_
12. Operate offset press	_	_	_	_	_
13. Operate mimeograph equipment	_	_	_	_	_
14. Operate photocopier	_	_	_	_	_
15. Operate adding machine	_	_	_	_	_
16. Operate electronic calculator	_	_	_	_	_
17. Operate cash register	_	_	_	_	_
18. Operate transcribing equipment	_	_	_	_	_
19. Computer keyboarding skills	_	_	_	_	_
20. Making change	_	_	_	_	_
21. Other_____	_	_	_	_	_

Using the same scale please rate the following personal qualities in order of importance in getting and keeping a job upon graduation from high school.

		A	B	C	D	E
22.	Promptness					
23.	Positive attitude					
24.	Honesty					
25.	Confidentiality					
26.	Initiative					
27.	Accuracy					
28.	Dependability					
29.	Cheerfulness					
30.	Telephone Voice/Personality					
31.	Doesn't mind working overtime					
32.	Other_____					

33. Do you use word processing equipment?

A. Yes _____
B. Don't know _____
C. No _____

34. If you answered "Yes" to No. 33, please specify your brand.

A. IBM _____
B. Lanier _____
C. Wang _____
D. CPT _____
E. Other_____ _____

35. Where did your word processing employees receive their training?

A. High school _____
B. Business college/trade school _____
C. College of the Sequoias _____
D. On-the-job training _____
E. Other_____ _____

36. What is the <u>average</u> hourly entry-level wage for <u>clerical</u> positions in your business?

A. Minimum Wage _____
B. $3.50 to $4.00 _____
C. $4.01 to $4.50 _____
D. $4.51 to $5.00 _____
E. Other _____

37. What is the <u>average</u> hourly entry-level wage for <u>retail</u> sales positions in your business?

A. Minimum Wage _____
B. $3.50 to $4.00 _____
C. $4.01 to $4.50 _____
D. $4.51 to $5.00 _____
E. Other _____

38. Do you use a formal, written evaluation form for your clerical or retail sales employees?

A. Yes _____
b. Don't Know _____
C. No _____

39. Would you like to share a copy of this evaluation form with business educators?

A. Yes _____
B. Maybe _____
C. No _____

40. Do you use computers in your business?

A. Yes _____
B. Don't know _____
C. No _____

41. If your answer to No. 40 was "Yes," please identify the type of computer used in your business by clerical or retail sales employees.

A. Maxi or mainframe computer _____
B. Mini computer _____
C. Microcomputer _____
D. Don't know _____

42. Is the brand of your computer a(n)

A. IBM _____
B. APPLE _____
C. ATARI _____
D. Radio Shack _____
E. Other _____

43. Computer literacy will become increasingly important for your employees.

A. Strongly agree _____
B. Agree _____
C. No opinion _____
D. Disagree _____
E. Strongly disagree _____

44. We (or your firm's representative) would be more likely to hire a student just out of high school with a background in computer training?

A. Strongly agree _____
B. Agree _____
C. No opinion _____
D. Disagree _____
E. Strongly disagree _____

45. What is the primary type of training you had in mind when you answered No. 44?

A. Computer literacy _____
B. Keypunch/data entry _____
C. Computer Operations _____
D. Fundamental programming skills _____
E. Other_____ _____

46. As part of the supervised articulation/visitation program being developed through the Visalia Chamber of Commerce and the VUSD Business Education Departments, would you like a teacher(s) to tour your business?

A. Yes _____
B. Maybe _____
C. No _____

47. Would you like a teacher to spend a day observing your business operation as a means of keeping up with current business skill practices?

A. Yes _____
B. Maybe _____
C. No _____

48. As part of this supervised articulation/visitation program, would you be willing to have students tour your business?

A. Yes _____
B. Maybe _____
C. No _____

49. Would you be interested in having a student observe your business operation for a day as part of our career education and exploration program?

A. Yes _____
B. Maybe _____
C. No _____

50. Would you be interested in participating in our high school career training program by coming to our campus and talking with students about your business and the career(s) associated with it?

A. Yes _____
B. Maybe _____
C. No _____

51. Would you like more information concerning our educational programs for preparing students for job opportunities in business?

A. Yes _____
B. Maybe _____
C. No _____

OFFICE MODEL SITE MATERIALS

CURRICULUM

1. Community survey
2. **Course listings and prerequisites**
3. Course/competency matrix or chart
4. Local Board of Education proposal for competency-based curriculum, graduation requirements
5. Curriculum writing plan/schedule
6. Form for curriculum validation by industry
7. Computerized recordkeeping of student competencies
8. Sample certificates -- state and local
9. Graduate follow-up survey

THE MARK KEPPEL

BUSINESS EDUCATION DEPARTMENT

SAYS

TAKE A CLOSER LOOK!

YOU ARE VERY CLOSE TO COMPLETING THE COURSES NEEDED TO BECOME A:

_____ CLERK-TYPIST

_____ STENOGRAPHER/SECRETARY

_____ ACCOUNTING CLERK

_____ WORD PROCESSOR

AND COULD EARN YOUR CERTIFICATE!!

HAVE YOU PLANNED TO SIGN UP FOR THE NECESSARY COURSES(S)?

ACCOUNTING CLERK

Accounting 1/2 _____
Accounting 3/4 _____
*Basic Bus. Skills 1/2 _____
*Bus. Computer Literacy 1/2 _____
Business Math 1/2 _____
Office Skills 1/2 _____
Typing 1/2 _____

CLERK-TYPIST

*Basic Bus. Skills 1/2 _____
*Bus. Computer Literacy 1/2 _____
Business English 1/2 _____
Office Skills 1/2 _____
Typing 1/2 _____
Typing 3/4 _____
*Word Processing 1/2 _____

STENOGRAPHER/SECRETARY

*Accounting 1/2 _____
Basic Bus. Skills 1/2 _____
*Business English 1/2 _____
Office Skills 1/2 _____
Shorthand 1/2--(Gregg or Spwr.) _____
Shorthand 3/4 _____
Typing 1/2 _____
Typing 3/4 _____
*Word Processing 1/2 _____

WORD PROCESSOR

*Accounting 1/2 _____
Basic Bus. Skills 1/2 _____
*Business English 1/2 _____
Office Skills 1/2 _____
Typing 1/2 _____
Typing 3/4 _____
Word Processing 1/2 _____

*Courses recommended but not necessary to receive certificate.

CLAYTON VALLEY HIGH SCHOOL
BUSINESS EDUCATION DEPARTMENT

COURSE TITLE	WHEN OFFERED	GRADE LEVEL	PREREQUISITES
Accounting I	Year	10-12	Math course with C grade
Accounting, Adv. & Data Entry	Year	11-12	Accounting I with C grade
*Business Math (Math Credit)	Year	10-12	None
*Bus. Communications (English Credit) (Word Processing)	Each Semester	11-12	Typing
*Business Fundamentals	Year	9-12	None
Intro. Data Processing and Computers	Ea. Sem.	11-12	Math course with C
Machine Cal. (Electronic)	Ea. Sem.	10-12	None
Machine Cal., Adv. (Electronic)	Ea. Sem.	10-12	Machine Calculations
Office Practice (Word Proc.)	Year	10-12	Typing I
Office Practice, Adv. (WP)	Year	11-12	Office Practice
*Personal Typing	Ea. Sem.	10-12	None
Notehand/Typing	Year	9-12	English A
*Recordkeeping	Ea. Sem.	10-12	None
Retail Merchandising	Year	11-12	Interest in retailing career
Secretarial Practice/Steno II	Year	11-12	Steno I. Typing II or enrolled
Steno I (Shorthand I)	Year	10-12	Typing I or currently enrolled; English with C or better
*Typing I	Year	9-12	None
Typing IX	Year	9-12	One semester typing or D grade in Typing I
Typing II (Word Processing)	Year	10-12	Typing I with C or teacher recommendation

*General Education Courses: All students should consider taking these.

MAJOR AREAS OF STUDY
(Courses to be taken and recommended grade level)

GENERAL BUSINESS MAJOR

Typing I (9)
Business Fundamentals (9)
Business Mathematics (10)
Machine Calculations (10)
Machine Calculations, Adv. (10)
Recordkeeping (11)
Business Communications (11)
Office Practice (11)
Retail Merchandising (12)
Intro. Data Processing (12)

SECRETARIAL PROGRAM

Typing I (9)
Typing II (10)
Recordkeeping (10)
Machine Calculations (10)
Steno I (11)
Business Communications (11)
Secretarial Practice/Steno II (12)

CAREER BOOKKEEPING & JUNIOR ACCOUNTING

Typing I (9)
Business Mathematics (10)
Recordkeeping (10)
Machine Calculations (10)
Machine Calculations, Adv. (11)
Accounting I (11)
Accounting, Adv. (12)
Intro Data Processing & Computers (12)

CLERICAL PROGRAM

Typing I (9)
Typing II (10)
Recordkeeping or Accounting (11)
Office Practice (11)
Business Communications (11)
Machine Calculations (11)
Office Practice, Adv. (12)
Machine Calculations, Adv. (12)
Intro. Data Processing (12)

OFFICE MODEL SITE MATERIALS

CURRICULUM

1. Community survey
2. Course listings and prerequisites
3. **Course/competency matrix or chart**
4. Local Board of Education proposal for competency-based curriculum, graduation requirements
5. Curriculum writing plan/schedule
6. Form for curriculum validation by industry
7. Computerized recordkeeping of student competencies
8. Sample certificates -- state and local
9. Graduate follow-up survey

Business Education Unit

MATRIX FOR THE IMPLEMENTATION OF A COMPETENCY-BASED BUSINESS EDUCATION PROGRAM

COURSES OFFERED

OFFICE OCCUPATIONS COMPETENCIES

100.	COMMON CORE													
101.	Machine Calculation													
102.	Building Positive Work Attitudes and Traits for Success													
103.	Grooming													
104.	Handwriting													
105.	Instructions													
106.	Job Application													
107.	Making Change													
108.	Math Computations													
109.	Oral Communication													
110.	References, Manuals, Directories, Catalogs													
111.	Simple Business Records													
112.	Sorting, Checking, Verifying													
113.	Spelling													
114.	Telephone													
115.	Working with People													
116.	Written Communication													
117.	Computer Literacy													
118.	Decision Making													
119.	Free Enterprise													
120.	Making the Most of Your Time													
121.	Leadership Skills for Success													

COURSES OFFERED

OFFICE OCCUPATIONS COMPETENCIES

122.	Going Into Business
123.	Communication Skills for Success
124.	Consumer Skills for Success
200.	OFFICE CORE
201.	Basic Office Tools
202.	Filing and Retrieving
203.	Mail (Incoming and Outgoing)
204.	Petty Cash
205.	Spelling
206.	Typing
207.	Working with People
208.	Written Communication
300.	GENERAL OFFICE CLERK
301.	Machine Calculation
302.	Filing and Retrieving
303.	Mail (Incoming and Outgoing)
304.	References, Manuals, Directories, Catalogs
305.	Simple Business Records
400.	CLERK-TYPIST
401.	Spelling
402.	Typing

COURSES OFFERED

OFFICE OCCUPATIONS COMPETENCIES

403. Written Communication															
500. STENOGRAPHER/SECRETARY															
501. Spelling															
502. Typing and Transcribing															
503. Written Communication															
600. ACCOUNTING CLERK															
601. Service Accounting															
602. Cash Accounting															
603. Payroll Accounting															
604. Merchandise Accounting															
605. Automated Accounting															
606. Government Accounting															
607. Machine Calculation															
1300. WORD PROCESSING															
1301. Basic Concepts and Theory of Word Processing															
1302. Identification of Word Processing Systems															
1303. Communication Skills for Word Processing															
1304. Use of Reference Materials															
1305. Dictation and Transcription															
1306. Preparation of Typed Materials															
1307. Automated Typing with Transcription															

COURSES OFFERED

OFFICE OCCUPATIONS COMPETENCIES

1308.	Media Filing and Logging
1309.	Measurement and Evaluation
1310.	Preventive Care
1311.	Word Processing Employability
1312.	Career Development/Awareness
1313.	State of the Industry

CAREER MAGNET SCHOOL
OF
BUSINESS

CAREER PROGRAMS	READING				WRITING				MATH												SPEAKING LISTENING				CRITICAL THINKING				PERSONAL/SOCIAL BEHAVIOR				CAREER			
	Understands, follows written directions	Knows use of appropriate reference books	Determines facts from opinions	Determines authors intent/isolates details	Writes paragraphs free of grammar/spelling errors	Writes reports (research, summary, etc.)	Uses appropriate level of vocabulary	Expresses knowledge in writing, legibly and understandably	Has mastered four operations with speed & accuracy	Uses measurement correctly	Understands metric system	Solves word problems using all math	Has mastered decimals, fractions, percent	Understands concepts of general algebra	Understands geometric functions	Understands concepts of analytic geometry	Understands concepts of trigonometry	Knows operational calculus	Understands discounts, interest, finance	Understands probability, statistics	Applies principles of shop math/manual arts	Speaks with proper English usage in complete statements	Communicates effectively with others	Uses principles of persuasion, debate, argument	Speaks extemporaneously on a variety of subjects	Demonstrates active listening skills	Knows/uses steps in logical problem solving	Knows/uses inductive/deductive reasoning	Performs scientific steps in inquiry, data collecting, analysis and interpretation	Draws conclusions, summarizes, evaluates	Knows, demonstrates responsibilities of US citizenship	Demonstrates principles of acceptable social behavior/dress	Demonstrates responsibility in work performance/work attitudes	Works effectively in collaboration with others	Has keyboarding/computer literacy skills	Applies concepts of computer science	Demonstrates interviewing skills	Demonstrates understanding of value of time
	01 03 13	01 04 04	01 03 09	01 03 20	02 01 00	02 04 00	02 03 14	02 05 04	03 91 05	03 17 07	03 20 03	03 16 07	03 14 00	03 29 03	03 23 18	03 32 03	03 32 02	03 32 05	03 33 01	03 27 09	03 34 01	05 01 02	05 02 01	05 02 05	05 03 02	06 01 02	07 01 02	07 01 03	07 02 08	07 11 00	08 01 00	08 02 00	08 03 12				
01 Accounting/Data Processing																																				
1 Machine Operations/Adding/Calculating/Bookkeeping	X	X	X	X	X	X	X	X	X	X	X	X	X						X			X	X			X	X			X	X	X			X	X
2 Payroll Clerk	X	X	X	X	X	X	X	X	X	X	X	X	X						X			X	X			X	X			X	X	X			X	X
3 Computer Operator	X	X	X	X	X	X	X	X	X	X	X	X	X						X			X	X			X	X			X	X	X			X	X
4 Accounting/Auditing Clerk	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X				X			X	X			X	X			X	X	X			X	X
5 Data Entry-Terminal/Key-punch Operator	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X				X			X	X			X	X			X	X	X			X	X
6 Bookkeeper I/II/General Ledger	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X				X			X	X			X	X			X	X	X			X	X
7 Programmer	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X			X	X
8 Systems Analyst	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X			X	X
9 Auditor/Bank Examiner/Revenue Agent	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X			X	X
10 Treasurer	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X			X	X
11 Accountant	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X			X	X

OFFICE MODEL SITE MATERIALS

CURRICULUM

1. Community survey
2. Course listings and prerequisites
3. Course/competency matrix or chart
4. **Local Board of Education proposal for competency-based curriculum, graduation requirements**
5. Curriculum writing plan/schedule
6. Form for curriculum validation by industry
7. Computerized recordkeeping of student competencies
8. Sample certificates -- state and local
9. Graduate follow-up survey

April 13, 1984

Office of the Superintendent of Schools
Board Meeting of April 19, 1984

Jack Howell, Assistant Superintendent
Secondary Education

SUBJECT: STATE OF CALIFORNIA MODEL OFFICE SUPPORT PROGRAM AT DOS PUEBLOS HIGH SCHOOL

A little more than a year ago the Dos Pueblos High School Business Education Department made the decision to become an "office support" model department in the State of California. This decision involved gearing up to implement a competency based curriculum which has been developed by the California State Department of Education and validated by the Industry/Education Council of California. An Industrial Education Advisory Council was formed to guide the implementation and ongoing functioning of the program. Serving on the Advisory Council are: business representatives; members of the Dos Pueblos Business Education Department; the Principal of Dos Pueblos High School; the County Schools ROP Director; the County Schools Director of Career and Youth Employment Program; representatives from Santa Barbara City College; and the Assistant Superintendent for Secondary Education. The Advisory Council's chief concerns are articulation of program between Dos Pueblos High School, ROP and Santa Barbara City College and the preparation of students for direct employment. A roster of the members of the Advisory Council is attached.

During the past year the preparatory work has been completed and the model office program is now being implemented at Dos Pueblos High School. A model office program functions with a combination of group and highly individualized instruction. Instruction is tailored to building the competencies which businesses say they need. Students work toward Certificates of Competency in a number of areas. A sample certificate is attached. On the back of each certificate will be a listing of the specific competencies attained by the students, including the degree of proficiency and the certifying instructor. Samples are attached for Computer Occupations-Word Processing; Clerk Typist; Stenographer; and Account Clerk.

One further step is now needed. The model office laboratory, with its highly individualized approach needs to be formalized under a new course to be known as Office Skills/Simulation which would supercede the separate classes now offered in Recordkeeping, Typing III-IV and Office Simulation. The new course would incorporate skills previously taught in these classes and provide for development of additional skills and knowledge necessary to become competent office workers. The capstone of the course will be the simulation of an actual office where students will operate a model office performing as employees of a corporation. The proposed new course in Office Skills/Simulation is attached. The course has been approved by the

Secondary Principals and the Business Education Department Heads from the high schools.

Present at this Board meeting to assist in presentation of this program will be: Mrs. Ruth White, Business Education Department Cahirperson at Dos Pueblos High School; Mr. Jerry Belch, Dos Pueblos High School and ROP Business Education Instructor; Dr. Mary Scopatz, Santa Barbara County Schools Director of Career and Youth Employment Program; Mr. Karl Gruetzmacher, Member of the Industry/Education Advisory Council, representing Delco Systems; Ms. Myrna Harker, Associate Professor of Business Education at Santa Barbara City College; and Mr. John Ingram, Director of ROP. All of these people are to be commended for their very fine efforts in the development of this exemplary program which has won Dos Pueblos High School the designation as a State of California Office Support Model Department. Mr. Richard Prigge, Principal of Dos Pueblos High School is also to be commended for his fine support and direct involvement.

RECOMMENDED: That the Board approve the new course/program entitled Office Support/Simulation and commend those involved in its development and implementation.

JH/dw

MT. DIABLO SCHOOL DISTRICT

BUSINESS EDUCATION DEPARTMENT

GRADUATION REQUIREMENTS RECOMMENDATIONS

Education in the basic skills of reading, writing, and computation is essential for an individual to function effectively in our competitive, democratic society. Application of these basic skills to life situations enhances effective consumership, economic survival, and quality of life. These basic skills are the foundation of economic, vocational, and academic proficiency.

The business education curriculum, which has three primary goals of vocational, economic, and personal-use proficiences, also has a general education component as an important and integral part of the program.

This component focuses on the development of personal business skills for the management of personal affairs and the selection of goods and services that are available from business, industry, and government. While every person may not be an employee, every person is a consumer of goods and services. It is important, then, that he knows how to buy intelligently and with discretion.

It is necessary that every individual understand how business is organized and how it functions because business occupies such an important place in our lives. Through the general education component, students also develop a general understanding of business in relation to the economic system of this country.

To discover one's talents, abilities, and vocational choices is certainly a major objective of education. In the business education curriculum, additional emphasis is placed on developing the student's awareness of the world of work, knowledge about general career opportunities, and preparation for specific careers in business.

The business education program at the high school level is also designed to prepare students with the skills, attitudes, and understandings that are necessary to perform in entry-level positions in the business world. Students are encouraged to develop constructive work habits and values which will contribute to successful performance in a business environment. These would include punctuality, good attendance, completion of assigned tasks, honesty, integrity, sincerity, and respecting differences in the cultural background and personal characteristics of co-workers.

We recognize that a school has the responsibility for assisting students in preparing to earn a living. In the business education department we emphasize this, but we value of equal importance our responsibility to assist students in developing their own individuality and preparing them for a place in our democratic society.

We believe that business education courses and programs, because of their unique purposes, content, and design, make significant contributions toward the student's mastery of basic skills and their application to life situations.

With these goals in mind, our committee suggests a minimum of 15 units of credit be required in the business education department.

OFFICE MODEL SITE MATERIALS

CURRICULUM

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7. Computerized recordkeeping of student competencies
8. Sample certificates -- state and local
9. Graduate follow-up survey

11. SAN MATEO SEQUOIA

SEQUOIA HIGH BUSINESS SCHOOL
Mas Hinaga
November 14, 1983

REVISED
CURRICULUM WRITING PLAN

Needed Pre-curriculum Writing Activities:

(1) Review of curriculum materials from other districts through BEDDS (Business Education Data Dissemination System) for: (1) format, (2) curriculum ideas (Some are excellent!)

(2) Visitations to other appropriate schools. (Dorothy has already visited a school with an excellent word processing and accounting programs.)

(3) Other resources as determined by individual teacher resources.

(4) Review of Business Education Program Guide to identify Common Core, Office Core items, etc.

(5) Consult with Charles Brown regarding any latest appropriate curriculum materials available at the State level.

DATE	CURRICULUM ACTIVITY	TOTAL HOURS
Jan.	Two 1-hour curr. meetings (w/Comp. Consultant)	2
Jan.	Three Saturdays @ 4 hours per day (w/computer consultant)	12
Feb.	Two 1-hour curr. meetings (w/computer consultant)	2
Feb.	Two 1-hour curr. meetings (w/computer consultant)	2
Mar.	Partial completion of curriculum project to be reported to State Dept. of Education.	
Apr	Two days—Easter Vacation @ 4 hours per day	8
June 15-30	Six days @ 4 hours per day	24
	Total Hours:	50

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Bank of America
Chevron Research
Chevron USA, Concord
Citicorp Savings
Contra Costa County
Glendale Federal Savings
Kelly Services, Inc.
Lesher Communications
Longs Drug Stores
Pacific Bell
Shell Oil Company

COMPETENCY MODULES
CHECK SHEET

NAME _____

TITLE _____

COMPANY _____

	Student Must Know	Student Should Know	Student Might Know
100. Common Core			
101. Machine Calculation	2	8	1
102. Building Positive Work Attitudes and Traits for Success	11		
103. Grooming	7	4	
104. Handwriting	10	1	
105. Instructions	9	1	
106. Job Application	6	5	
107. Making Change	5	3	2
108. Math Computations	6	5	
109. Oral Communication	10	1	
110. References, Manuals, Directories, Catalogs	4	6	1
111. Simple Business Records	5	6	
112. Sorting, Checking, Verifying	7	4	
113. Spelling	11		
114. Telephone	9	2	
115. Working with People	10	1	
116. Written Communication	6	5	
117. Computer Literacy	2	4	5
118. Decision Making	1	5	5
119. Free Enterprise	1	3	7
120. Making the Most of Your Time	7	4	
121. Leadership Skills for Success	1	6	4
122. Going Into Business		4	7
123. Communication Skills for Success	3	7	1
124. Consumer Skills for Success	1	6	4
200. Office Core			
201. Basic Office Tools	8	3	
202. Filing and Retrieving	7	3	1
203. Mail (Incoming and Outgoing)	4	4	3
204. Petty Cash	2	6	3
205. Spelling	11		
206. Typing	10	1	
207. Working with People	10	1	
208. Written Communication	8	3	
300. General Office Clerk			
301. Machine Calculation	7	4	
302. Filing and Retrieving	9	2	
303. Mail (Incoming and Outgoing)	5	5	1
304. References, Manuals, Directories, Catalogs	3	4	4
305. Simple Business Records	5	6	
306. Telephone	11		

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STUDENT RECORD KEEPING

The following schools record student competencies on computers. For more information, contact the following individuals:

Mike Keisling, Business Instructor
ARMIJO HIGH SCHOOL
824 Washington Street
Fairfield, CA 94533
Phone: (707) 425-7685

Jerry Belch, ROP Instructor
DOS PUEBLOS HIGH SCHOOL
7266 Alameda Avenue
Goleta, CA 93017
Phone: (805) 968-2541
(805) 685-5775

Charles Buckton, Project Coordinator
VISALIA USD
4701 S. Mooney Blvd.
Visalia, CA 93277
Phone: (209) 734-3719

John Gratsch, Business Instructor
SADDLEBACK HIGH SCHOOL
2802 South Flower Street
Santa Ana, CA 92707
Phone: (714) 558-5741
(714) 545-9748

Dr. Richard Adams, Regional Occupational Program
SWEETWATER UNION HIGH SCHOOL DISTRICT
6401 Linda Vista Road
San Diego, CA 92111
Phone: (619) 292-3580

(Sample Included)

OFFICE MODEL SITE MATERIALS

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APPLICATION FOR A CERTIFICATE IN BUSINESS EDUCATION

DATE ______________________________ ______ ________
Month Day Year

NAME ____ AME __________

1. I am making application for the following certificate(s):

   _____ General Office
   _____ Clerk Typist
   _____ Telephone Directory Assistant
   _____ Stenographer
   _____ Accounting Clerk (Management)

   I have completed the courses and credits as listed below:

subject	teacher	credits

2. I have taken the following elected courses to increase my education in the area of Office Occupations:

subject	teacher	credits

3. Have you ever been enrolled in the ROP Program?

   Yes______, When? ______________ No ______
   Year

4. Secure your counselor's signature in the space below and return this application, completed, to one of the instructors in the Business Department.

FOR COUNSELOR'S USE ONLY:

I have checked each of the courses listed and find them to be a matter of record.

____
Counselor's Signature

- -

For Office Use Only

Dear Ms. / Mr. ______________________________:

☐ CONGRATULATIONS! You qualify for the ____________________ certificate and will be receiving it before the end of the semester.

☐ You also qualify for the ____________________ certificate(s).

☐ Your certificate will be awarded upon the completion of the following course(s):

____

____

☐ Other ______________________________

CERTIFICATE OF ACHIEVEMENT

This is to certify that

_____

has demonstrated achievement of skills in

_____

and has demonstrated readiness for employment in those skills listed on the reverse side of this certificate.

AWARDED ON THIS ____ DAY OF _____, 19____

_____

_____ _____

A COMPETENCY-BASED BUSINESS EDUCATION PROGRAM
Regional Occupational Program - Santa Barbara City College
Dos Pueblos High School - Santa Barbara Industry Education Council

COMPUTER OCCUPATIONS--WORD PROCESSING
Course Competencies

The following are skills in which students will receive instruction and which they will be able to perform to the satisfaction of, and at the level as initialled by, the instructor.

WORD PROCESSING COMPETENCIES--This student can:

Touch type at ____w.p.m. _____
Use correct word processing terminology _____
Operate display word processing system _____
Move cursor through the text and correct the text _____
Save and retrieve data from electronic files _____
Delete characters, words, and paragraphs _____
Use all of the machine's text-editing functions _____
Demonstrate use of embedded commands _____
Merge files _____
Justify text _____
Can use graphics features _____
Establish appropriate print formats and use various printers _____
Make decisions on document set-up and formatting _____
Produce and revise complicated documents _____
Set priorities on documents to be produced _____
Update document control log and keep an accurate record of system and administrative time _____
Set up databases and perform advanced word processing functions such as sorting, extracting and reporting _____
May operate equipment in telecommunications mode _____
Produce form letters and mailing labels for envelopes _____
Set up letters, tables, reports, manuscripts from rough drafts _____
Understand proofreader's marks _____
Can operate microcomputer, with CRT, disk operating system plus printer _____
Can use electronic spread-sheets program _____

ENGLISH COMPETENCIES--This student can:

Use correct grammar, punctuation and spelling _____
Use word processing reference manuals _____

TRANSCRIPTION COMPETENCIES--This student can:

Operate machine transcriber _____
Produce mailable documents utilizing transcriber _____

PERSONAL QUALITIES--This student can:

Demonstrate ability to get along with others _____
Demonstrate ability to work in this occupational environment with minimum supervision _____
Demonstrate dependability _____

TYPE OF EQUIPMENT

_____
_____
_____

OFFICE MODEL SITE MATERIALS

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CRAWFORD HIGH SCHOOL
BUSINESS AND OFFICE ADMINISTRATION CENTER
FOLLOW-UP STUDY

OPTIONAL Name _____

Address _____

_____
City State Zip Code

QUESTIONNAIRE

Please answer all questions that apply to you by marking the appropriate space and adding the information requested. Additional comments may be made in the space provided at the end of this questionnaire.

1. Check each item that describes your present status:

( ) In school, full time
( ) In school, part time
( ) In military service (or service academy)
( ) Employed, full time
( ) Employed, part time
( ) Unemployed
( ) Other (describe) _____

FOR THOSE ATTENDING SCHOOL FULL TIME OR PART TIME

2. Check the one that best describes your present course of study:

( ) Taking vocational or technical courses at a trade or business school
( ) Taking academic courses at a junior or community college
( ) Taking vocational or technical subjects at a junior or community college.
( ) Attending a four-year college or university
( ) Other (describe) _____

3. What is your major subject? _____

4. What is the name and location of the school? _____

_____

FOR THOSE WORKING FULL TIME OR PART TIME

5. In what type of business or industry are you currently employed?

_____

6. What is your job title? _____

7. (Optional) What is your WEEKLY salary/earnings BEFORE deductions?

_____

8. Which single statement below best describes your job?

( ) In a field in which I received specific high school training
( ) In a field related to my high school training
( ) In a field unrelated to my high school training

FOR EVERYONE COMPLETING THIS SURVEY

9. What is your present career goal? _____

10. What was your career goal when you were a high school senior?

_____ ( ) had not decided

11. What course of study would you take if you were in high school again?

( ) The same course of study as before
( ) A different course of study (if so, check one below)

( ) General
( ) Academic (college preparatory)
( ) Vocational, Technical (name the occupational area)
_____
( ) Other (describe) _____

12. Please evaluate the following:

a. Quality of instruction
_____Excellent _____Good _____Fair _____Poor

b. Facilities and equipment
_____Excellent _____Good _____Fair _____Poor

c. Instruction provided in classes on how to look for, apply for, and keep a job
_____Excellent _____Good _____Fair _____Poor

d. Instruction provided in classes on working with people
_____Excellent _____Good _____Fair _____Poor

13. Read the course titles listed in the left column. Then, by following the instructions in sections 1, 2, and 3, make checks in the appropriate spaces below.

	Section 1		Section 2			Section 3
	Did you take any courses in this area?		If yes, check the degree of usefulness of courses you have taken to your present activity.			If you did not take any courses in this area: Check courses you wish you had taken.
	YES	NO	NOT	SOMEWHAT	VERY	
Accounting	( )	( )	( )	( )	( )	( )
Accounting Careers	( )	( )	( )	( )	( )	( )
Banking Careers	( )	( )	( )	( )	( )	( )
Bank Proof Operator	( )	( )	( )	( )	( )	( )
Business Comm.	( )	( )	( )	( )	( )	( )
Business Law	( )	( )	( )	( )	( )	( )
Business Programming	( )	( )	( )	( )	( )	( )
College Notetaking	( )	( )	( )	( )	( )	( )
College Typing	( )	( )	( )	( )	( )	( )
Computer Accounting	( )	( )	( )	( )	( )	( )
Computer Science	( )	( )	( )	( )	( )	( )
Data Entry Operator	( )	( )	( )	( )	( )	( )
Data Processing Fund.	( )	( )	( )	( )	( )	( )
Economic Life	( )	( )	( )	( )	( )	( )
Executive Sec. Trng.	( )	( )	( )	( )	( )	( )
Job Prep/Bus. Careers	( )	( )	( )	( )	( )	( )
Marketing	( )	( )	( )	( )	( )	( )
Office Education Coop.	( )	( )	( )	( )	( )	( )
Office Practice	( )	( )	( )	( )	( )	( )
Psychology for Business	( )	( )	( )	( )	( )	( )
Shorthand	( )	( )	( )	( )	( )	( )
Teller Training	( )	( )	( )	( )	( )	( )
Typing	( )	( )	( )	( )	( )	( )
Word Processing	( )	( )	( )	( )	( )	( )

14. List the three most useful business courses you took in high school.

Most Useful _____ (Write only one

Second Most Useful _____ course area in

Third Most Useful _____ each space.

15. Are there any courses that you would like to have taken then, but were not offered when you were in high school?

( ) Yes (describe) _____

( ) No

16. Please provide any further comments you wish to offer regarding your school education and your present activities.

OFFICE MODEL SITE MATERIALS

PARTNERSHIP ACTIVITIES

1. **Outline/timeline of project plan**
2. List and matrix of partnership activities by company
3. Agenda for business task force meetings
4. Form for visitation to business
5. Agenda for company office tour
6. Guidelines for business education class speakers
7. Guidelines for student shadowing
8. Letter, evaluation, and thank you for mock interviews
9. Guidelines for student on-the-job experiences
10. Forms and applications for educator internship programs
11. Inventory of office materials donation

CONTRA COSTA

MT. DIABLO UNIFIED SCHOOL DISTRICT
CLAYTON VALLEY HIGH SCHOOL
1101 ALBERTA WAY
CONCORD, CALIFORNIA 94521 - 3799
(415) 682-7474

OFFICE OF PRINCIPAL

June 27, 1983

Ms. Jan Half, IECC Program Coordinator
Industry Education Council of California
1575 Old Bayshore Highway, Suite 106
Burlingame, CA 94010

Dear Ms. Half:

The following is an outline of our plan for the Office Support Personnel Task Force:

PRESENT PROGRAM

1. Recruitment
   a. Through letters to parents of students in grades 8, 9, 10, and 11
   b. Vocational counseling in all business classes

2. Four-Year Programs
   a. Secretarial
   b. Clerical
   c. General Business
   d. Career Bookkeeping and Junior Accounting

3. Certificate of Proficiency
   a. See attached form
   b. Note requirements on reverse side

4. Job Placement
   a. Through Work Experience Education program
   b. Secondary sources through the business teachers

5. Follow-Up
   a. The Business Education Department follows up on graduating students after two years
   b. Work Experience Education follows up with employers

6. Qualified Personnel
   a. Certificated by the State of California for Vocational Education
   b. Stay abreast of changes and innovations in the business field
   c. Participate in ongoing staff and development activities

FUTURE GOALS AND ACTIVITIES

1. Revise Curriculum/Update Titles
   a. Revise Office Practice curriculum - 1983-84
   b. Update title of typing course to keyboarding - 1984-85
   c. Revise title and curriculum for Business Fundamentals - 1984-85
   d. Change title, apply for university credit, and increase enrollment in Business Communications - 1984-85

2. Add R.O.P. courses to our curriculum, specifically in advanced stenography and advanced accounting

3. Have students organize fundraising activities
   a. To develop work attitudes and traits for success
   b. To develop initiative and decision making skills

4. Possible development of a business club

5. Expand our job placement services

6. Provide students a business visitation day in the field of their interest

7. Provide the business students an opportunity to become computer literate

8. Articulate with Pine Hollow Intermediate concerning future programs of prospective students

FUTURE NEEDS

1. Financial Resources
   a. To upgrade materials to provide current information for all business classes and to include common core competency
   b. To provide a business education computer center

2. Release Time for Staff
   a. To visit other sites, formulate programs, and revise curriculum to meet department goals
   b. To visit or work in industry to establish business contacts for student employment referral
   c. To coordinate and articulate with Pine Hollow Intermediate concerning the business education programs

Sincerely,

Judy C Bond
Mickey Vukovich

Mrs. Judy C. Bond
Miss Mickey Vukovich
Business Education Department

Enclosure

cc Paul Allen
Charles Brown
Charles Jordan

RECEIVED JUN 2 9 1983

OFFICE MODEL SITE MATERIALS

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1. Outline/timeline of project plan
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9. Guidelines for student on-the-job experiences
10. Forms and applications for educator internship programs
11. Inventory of office materials donation

MC CLYMONDS HIGH SCHOOL

BUSINESS EDUCATION PROGRAM

BUSINESS/INDUSTRY PARTNERSHIP

COMMITMENT FORM

Our company _____ would like to work
(name of company)
with McClymonds High School's Business Education Department to set up partnership activities.

1. ____ Occupational information on "Office Support" occupations.
2. ____ Visits to Business Education classes.
3. ____ Tour Conductors to receive students on the job, to conduct tours of office settings.
4. ____ Role Models available to talk to individuals and small groups periodically either on the job or at the school about Office Support.
5. ____ Job counseling (e.g., interviews, grooming, application, promptness, attendance, etc.) for "Office Support" careers.
6. ____ Provision of part-time employment opportunities as a way of introducing students to a variety of Office Support careers.
7. ____ Assistance in conducting special Business Education seminars or experiences for teachers (e.g., visits to company offices).
8. ____ Provision of summer internships for teachers.
9. ____ Sponsorship of events to acknowledge outstanding Business Education students and teachers.
10. ____ Loan or donation of office equipment or other materials to Business Education classes.
11. ____ Provisions for use of computers to improve learning experiences for students.
12. ____ Assistance with implementing Statewide Competency-Based Curriculum.
13. ____ Other

NAME _____ TITLE _____

ADDRESS _____

_____ Zip _____

PHONE (____) _____

10/84

MATRIX OF OAKLAND COMPANY PARTNERSHIP ACTIVITIES

MC CLYMONDS HIGH SCHOOL BUSINESS EDUCATION PROGRAM

6/84

ACTIVITY	COMPANY													
	American Pres. Lines	American S&L	AT&T	B of A	Clorox	G.E.	Glendale Federal	KTVU-TV	Levi Strauss	Oakland Tribune	Pacific Bell	PG&E	Providence Hosp.	Sea-Land Service
Occupational Information	?	X		X	X		X	X	X		X	X	X	
Visits to Bus. Ed Classes by Ind.		X			X	X	X	X	X	X		X	X	
Tours of Office Settings		X			X	X	X	X				X	X	
Role Models for Students	X	X		X	X	X	X	X			X			
Job Counseling	X	X		X	X		X	X	X	X			X	
Part-time Jobs for Students					?	X		X		?				
Business Ed. xperiences for eachers	?				X	X		X	X	?		X		
Summer Internships or Teachers									X			X		
Recognition Events	X													
Loan or Donation of Equipment	X						?				X			
Computers for Schools														
Input into Curriculum	X	X			X		X	X	?	X				X
Counselor Visits to Companies						X						X		
Full-time Paid mployment for tudents-Summer					X			X	X			X		

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INDUSTRY EDUCATION COUNCIL OF CALIFORNIA 1575 Old Bayshore Highway, Burlingame, CA 94010 415/697-4311

OFFICE SUPPORT MODEL MEETING

Contra Costa County

Thursday, June 23, 1983

10:00 a.m.

I. INTRODUCTIONS

II. OVERVIEW OF IECC TASK FORCE/SDE EFFORT

Jan Half/Charles Brown

III. INCORPORATION OF IECC VALIDATED CURRICULUM

Charles Brown

IV. WHAT ARE SCHOOL BUSINESS EDUCATION PROGRAMS DOING?

District Reps

V. WHAT NEXT?

PLANS

TIMELINES

OFFICERS OF THE BOARD AND EXECUTIVE COMMITTEE

PRESIDENT
SAM L. GINN
Vice Chairman of the Board and Group President, Diversified Businesses
Pacific Telesis

EXECUTIVE VICE PRESIDENT
HENRY D. WEISS

VICE PRESIDENT
CALVIN L. FARMER
Coordinator
Job Placement Services
Long Beach City College

SECRETARY
M. ROBERT ADKISON
Superintendent
Ceres Unified School District

TREASURER
MICHAEL LANIER
Vice President
Employee Development
Bank of America

EDWARD M. BENSON
Vice Chairman
Atlantic-Richfield Company

ROBERT DOCKSON
Chairman and CEO
California Federal Savings & Loan

ALBIN GRUHN
President
California Labor Federation, AFL/CIO

GERALD HAYWARD
Chancellor
California Community Colleges

11. SAN MATEO SEQUOIA

SEQUOIA HIGH BUSINESS SCHOOL
Redwood City, California
Mas Hinaga

AGENDA
SEQUOIA HIGH BUSINESS SCHOOL ADVISORY COUNCIL
Friday, Dec. 2, 1983
Room 35, Business Wing

Members:		
	Pam Alberti	Addison-Wesley Publishing
	Shirley Combs	Kelly Services
	Stacey Fisher(Co-Chairperson)	Ampex Corp
	Robin Tyler	Ampex Corp
	Jan Half	Industry Ed Council
	Thelma Nielsen	Stanford Research Institute
	Ozzie Rodrigues	Hewlett-Packard Corp.
	Susan Wright	U.S. Geological Survey
	Norman Shapiro	SUHSD Vocational Education Director
	Jonna Digesti	Sequoia HS Instructional Vice-Principal
	Dorothy Filice	Sequoia HS Business Staff Member
	Mas Hinaga(Co-Chairperson)	Sequoia HS Business Dept. Chairperson

A. INTRODUCTIONS

B. Background of COOP Advisory Council and its evolvement into the Sequoia High Business School Advisory Council

C. Brief description of how the idea of a business school evolved (Distribution of draft copies of brochure).

1. Differences between a business department and a business school

2. Advantages of a a business school

a. A goal-oriented program approach (distribution of programs for various concentrations)

b. Greater variety of courses possible

c. A more integrated and cooperative approach within school groups

D. GOALS

1. Meeting the needs of students; leaving high school with a salable skill; making contacts with the business community

2. Meeting the needs of the business community

a. Creation of a large pool of trained students in the area of office skills

b. Current demand still exceeds supply of available trained students

E. ROLE OF THE ADVISORY COUNCIL

1. Provide "political" support when necessary (example: appearing at Sequoia District Board meeting when needed)

2. Provide information and guidance in various areas such as: current trends in the business world; curriculum and equipment

3. Provide such services as:

a. Employment contacts (Council members have a valuable "pipe line" to our top students!)

b. Act as practice job interviewers when needed

c. Being a source of used paper supplies and surplus equipment

F. ROLE OF THE INDUSTRY EDUCATIONAL COUNCIL — Jan Half

G. COUNCIL INPUT ON HANDOUT ENTITLED: "Job-Holding Tips for the Student Employee"

THANK YOU FOR ATTENDING THIS MEETING!

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COMPANY VISITATION

COMPANY VISITED:_____

COMPANY ADDRESS:_____

DATE:_____

PERSON INTERVIEWED:_____

TITLE/DEPARTMENT:_____

1. Major products/services of company.

2. Criteria for new employee consideration for company employment.

3. Specific testing given for employment consideration. Company/position requirements.

4. Specific employment criteria for continued employment, promotion, salary increases. Such as: attendence, dress, attitude.

5. Types of employment evaluation used for future promotion, salary increases, ongoing employment. How often is evaluation done?

6. Types of company provided benefits. Types of company/employee shared payment benefits.

7. Equipment used in adminstration of various company/client relationships.

8. Additional comments and/or references.

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12.SANTA ANA

AGENDA FOR
VISIT TO FORD AEROSPACE & COMMUNICATIONS CORPORATION
April 6, 1984

Arrival and check-in -- Lobby Administration Bldg.	8:00 - 8:15 AM
Assemble - Bldg 5, Main Conference Room	8:15 - 8:30 AM
Ford Aerospace & Communications Introduction. . .P.S. Glasgow	8:30 - 8:35 AM
Aeronutronic Film of Products	8:35 - 9:00 AM
Recruiting/Career Development . . . Ms. Linda Scholl Industrial Relations Employment Representative	9:00 - 9:15 AM
Break	9:25 - 9:30 AM
Facility Tour (Groups I, II and III) . CAD/CAM . . .Renee Deskin . Gen'l Mfg'r Plant . . . Ken Carr . Tech Data . . .Gary Howland	9:30 - 10:15 AM
Question and Answer -- Ms. Linda Scholl	10:30 - 11:00 AM
Return to Administration Building.	11:00 - 11:15 AM

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MT. DIABLO UNIFIED SCHOOL DISTRICT
CLAYTON VALLEY HIGH SCHOOL
1101 ALBERTA WAY
CONCORD, CALIFORNIA 94521 - 3799
(415) 682-7474

OFFICE OF PRINCIPAL

November 16, 1984

Ms. Judy Jensen
Lending Officer
Bank of America
2020 Willow Pass Road
Concord, CA 94520

Dear Ms. Jensen:

On Monday, November 28, you will be speaking to two groups of students regarding careers in the stenographic and secretarial areas.

My Period 2 class, a combination of grades 10, 11, and 12 Office Support Personnel and Secretarial students, meet from 9:20 a.m. to 10:10 a.m. Then you have a break until 10:30 a.m. when you will speak from 10:30 a.m. to 11:20 a.m. to Miss Vukovich's Period 3 class, a combination of grades 10, 11, and 12 Office Support Personnel and Accounting students.

Both groups will meet with you in the school library as we intend to open the sessions to other interested students on campus.

Enclosed is an outline we have prepared for your vocational speakers. I hope this will be of assistance to you in preparing your presentation.

When you come on campus, check in at the Main Office to obtain a Visitors Parking Permit. Then proceed directly to the Library where I will meet you at 9:20. If you have any questions, please call me at 682-7474 any day after 2 p.m.

I am looking forward to meeting you on Monday, November 28.

Sincerely,

Mrs. Judy C. Bond, Teacher
Business Education Department

Enclosure

cc Donna Walton, IECC

SUGGESTED GUIDE FOR VOCATIONAL SPEAKERS

I. DESCRIPTION OF THE VOCATION

A. Nature of the work -- hours, working conditions

B. Attractive features -- association, social status, pensions

C. Undesirable features -- hazards, strains

D. Present outlook -- demand and supply

II. REQUIREMENT OF THE VOCATION

A. Education and Training -- amount, nature, time, expense

1. School subjects most essential

2. Skills and abilities most needed

3. Recommendations of where to obtain training, credentials, licenses

B. Personal qualifications

Mental ability, personality types, special interests, appearance, age, sex, ability to get along with people, ability to follow directions, ability to lead other people, common sense or good judgment, orderliness, system and neatness, initiative, resourcefulness, punctuality, perseverance, industry, thoroughness.

C. Physical qualifications

Any special demands upon health, nerves, lungs, feet, endurance, vision

III. REWARDS OF THE VOCATION

A. Financial -- pay scale or reasonable income

1. How paid -- salary, commission, wage, bonus

B. Security -- pensions, retirement, allowance, tenure

C. Possibility of transfer to related vocations

D. Opportunity for advancement -- promotions

E. Personal -- service to others, associations, prestige, self-expression

IV. HOW TO GET STARTED IN THE VOCATION

A. Where to apply

B. Sources of further information on vocation

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(415) 682-7474

OFFICE OF PRINCIPAL

December 1, 1983

Mrs. Judy Jensen
Lending Officer
Bank of America
2020 Willow Pass Road
Concord, CA 94520

Dear Mrs. Jensen:

Thank you most sincerely for speaking to the Business Education Department classes on Monday, November 28.

You presented the classes with some very definitive information regarding entry level skills for the secretarial and stenographic areas. I was pleased to hear your emphasis on shorthand and English skills as these are two areas of education we stress repeatedly.

I believe your information on interview techniques will be beneficial to the classes as they attempt their first job interviews.

Again, thank you for the time and information you shared with our classes.

Sincerely,

Mrs. Judy C. Bond, Teacher
Business Education Department

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1101 ALBERTA WAY
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OFFICE OF PRINCIPAL

April 23, 1984

Dear Employer:

This letter will confirm the job shawdowing experience on Thursday, May 3, for Paula Agge.

Enclosed is a description of the Office Support Personnel Task Force Program and some general tips for helping you relate to the students.

The students are looking forward to this job shadowing experience.

If you have any questions regarding this program or job shadowing experience, please contact one of the teachers listed below.

Sincerely,

Mrs. Judy C. Bond
Ms. Mickey Vukovich

Enclosure

WHAT IS THE PROGRAM ALL ABOUT?

In order to give high school students a realistic view of the work world, the Business Education Department of Clayton Valley High School has developed a program called Office Support Personnel Task Force Project in which students are placed for a day with people at their place of work.

The goal is for students to learn, first hand, employer's expectations, daily work assignments, and necessary steps to enter specific jobs.

From this experience young people will gain a better sense of what is needed to succeed in the work world and how best to prepare themselves.

GENERAL TIPS FOR RELATING TO STUDENTS

The attitudes of students participating in this project may range from anxiety and awe to one of over enthusiasm. Our experience has been that both extremes reflect intense interest and curiosity about experiencing the work situation. We would like to make some suggestions that will contribute to making your time together mutually beneficial.

a. Speak to the students' level of understanding
b. Make students feel that you consider this a valuable opportunity to relate to them and help them

WHEN STUDENTS FIRST ARRIVE

Please feel free to organize the time that the student spends at your business in a way that is convenient for you. Some suggestions would be:

a. Provide overall view of plant, product, personnel
b. Give any special instructions and safety requirements
c. Indicate general opportunities for employment at entry level and various career ladders within business
d. Hand out information for students to fill out, look at, or take home, such as samples of applications, entry level job tests, information for new employees

WHAT STUDENTS ARE AT THIS STAGE/LEVEL ASSIGNMENTS

Students will want to know what happens in a typical day in your work life. Questions students will want answers to:

a. What do you do in your job? How did you prepare for this job?
b. What do you like most and least about your job?
c. What suggestions do you have for a person interested in going into your field?
d. What fringe benefits are available in this job?
e. What is the availability of this type of job?
f. What are some related fields?

WE ENCOURAGE student performance of simple tasks as designated by your company within the parameters of safety.

Thank you for your cooperation and enthusiasm!

INDUSTRY EDUCATION COUNCIL OF CALIFORNIA
CONTRA COSTA COUNTY OFFICE
200 Harriet Drive
Pleasant Hill, CA 94523
415/680-8744

WORKER SHADOWING REFERRAL FORM

CLAYTON VALLEY HIGH SCHOOL

Date_____

Name_____

Grade_____

Business Teacher_____

Area of Interest_____

_____

Business Courses enrolled in now_____

_____

Business Courses you have completed_____

_____

_____

(Please do not fill out the information below this line.)

* * * * *

The above student's worker shadowing assignment is as follows:

Company:_____

Address:_____

_____

Contact Person:_____

Phone No:_____

Time of Worker Shadowing:_____

Special Instructions:_____

_____

MT. DIABLO UNIFIED SCHOOL DISTRICT
CLAYTON VALLEY HIGH SCHOOL
1101 ALBERTA WAY
CONCORD, CALIFORNIA 94521 - 3799
(415) 682-7474

OFFICE OF PRINCIPAL

May 8, 1984

Ms. Liz Simonton
Diablo Dental Group
1494 Balham Drive
Concord, CA 94520

Dear Ms. Simonton

Thank you for participating in the Clayton Valley High School Office Support Personnel Task Force Project Job Shadowing experience on Thursday, May 3.

When the students returned to the classroom on Friday, their attitudes were very enthusiastic about their experiences on the job. The preliminary evaluation information has been very positive and reflects the students' desire to participate in a similar experience next year. The responses also indicated, in some instances, that the contact person did not share the general information sheet with the employee being shadowed. This would have been helpful to ensure that the employee being shadowed was familiar with the purpose of the project.

Again, thank you for your participation in this special project. We appreciate the time and effort on your part to enlighten the participating students in their field of interest.

Sincerely,

Mrs. Judy C. Bond
Ms. Mickey Vukovich

OFFICE MODEL SITE MATERIALS

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OFFICE OF PRINCIPAL

May 7, 1984

Mr. Dick Williams
Professional Design Services
1820 Galindo, Suite 230
Concord, CA 94520

Dear Mr. Williams:

This will confirm your mock interview experience for the Office Support Personnel Task Force Project at Clayton Valley High School on Tuesday, May 15 from 9:20 a.m. to 11:20 a.m.

You will be interviewing from

9:20 - 9:45	Kim Dagneau, Legal Secretary
9:45 - 10:10	Cynthia DeLannoy, Legal Secretary
Break	
10:30 - 10:55	Cathy Santos, Receptionist
10:55 - 11:20	Tony Bobinac, Accountant

Each student will bring with him/her a copy of a resume and a completed application form.

Please report to the Main Office by 9:15; a student will be there to greet you and show you to your interview room.

If you have any questions regarding this program, please call me any weekday after 2 p.m.

Sincerely,

Mrs. Judy C. Bond
Ms. Mickey Vukovich

BUSINESS EDUCATION DEPARTMENT
OFFICE SUPPORT PERSONNEL TASK FORCE PROJECT
STUDENT MOCK INTERVIEW EVALUATION FORM

STUDENT NAME _____ EVALUATION GRADE ____

DIRECTIONS: Please rate each interviewee according to the following three point scale:

+ excellent candidate; would be considered for hiring
✓ average candidate; might be considered for hiring
- poor candidate; would not be considered for hiring

COMMENTS _____

_____

_____

_____

BUSINESS EDUCATION DEPARTMENT
OFFICE SUPPORT PERSONNEL TASK FORCE PROJECT
STUDENT MOCK INTERVIEW EVALUATION FORM

STUDENT NAME _____ EVALUATION GRADE ____

DIRECTIONS: Please rate each interviewee according to the following three point scale:

+ excellent candidate; would be considered for hiring
✓ average candidate; might be considered for hiring
- poor candidate; would not be considered for hiring

COMMENTS _____

_____

_____

_____

MT. DIABLO UNIFIED SCHOOL DISTRICT
CLAYTON VALLEY HIGH SCHOOL
1101 ALBERTA WAY
CONCORD, CALIFORNIA 94521 - 3799
(415) 682-7474

OFFICE OF PRINCIPAL

May 21, 1984

Ms. Darlene Goulding
U. S. Steel
P. O. Box 471
Pittsburg, CA 94569

Dear Ms. Goulding:

Thank you for participating in the Clayton Valley High School Office Support Personnel Task Force Project mock interview experience on Tuesday, May 15.

When the students returned to the classroom, they were very enthusiastic about this experience. Some general comments were that they felt this mock interview would definitely help them when they have their first real interview experience and that they would certainly feel more at ease.

Again, thank you for your participation in this special project. We sincerely appreciate the time and effort on your part to come to the school and give each student a personal interview experience.

Sincerely,

Mrs. Judy C. Bond
Ms. Mickey Vukovich

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Mas Hinaga
COOP Office Practice Program

11. SAN MATEO
SEQUOIA HIGH SCHOOL
Redwood City, California

JOB HOLDING TIPS FOR THE NEW STUDENT EMPLOYEE

Congratulations on having successfully landed that job! Now that you've won a job, no doubt you are experiencing mixed emotions of excitement, anticipation, and also possibly, some feelings of apprehension and doubts.

Will I be able to perform to the employer's expectations? Will I fit in smoothly with my fellow workers? Will I enjoy my job? Other questions arise.

A successful job experience can be a great boost to the development of self-confidence, self-esteem and advancement toward greater maturity. On the other hand, failure on the first job experience, if self-confidence is already low, can further lower self-confidence and self-esteem; it can cause a regression instead of progression to greater maturity. Hope fully, should you not do well on your first job, you will immediately bounce back and try for another job. Make certain that your qualifications meet the requirements for the job.

Naturally, your coordinator and teachers all want you to succeed. Here are some tips that have evolved as a result of Sequoia High School's experience with the California State Cooperative Vocation Education program that will be helpful to you, the new student employee.

SELF-CONFIDENCE AND SELF-ESTEEM

Remember that YOU were chosen above others who could have been selected. YOU must have done something right--YOU must have some skills or potential for useful skills that will be of value to the employer. You must have impressed the employer as to your qualifications and ability to the extent that he or she made an important decision, that you are a worthwhile person to employ and train, and that you will be making real contributions to their organization. Feel good about yourself--you have the right feel that way--as long as you don't overdo it. This experience of having won a job should be part of your process of building self-confidence and self-esteem.

ATTENDANCE AND PUNCTUALITY

Remember about the importance of regular attendance and punctuality. Do call in as early as possible if you cannot avoid an absence or extended tardiness. Make

it possible for your employer to make other arrangements to cover for your absence. Remember: Most employers are sensitive to habitual absences and tardies.

APPROPRIATE DRESS

Keep in mind that employers and the public do judge you by your appearance. As Herb Caen says: "If you dress like a clown--you are very likely a clown." It is not always easy to determine what is appropriate wear for the student employee, especially if you are working in an office. If you dress for school (dirty jeans?) it is certainly not right for the job. If you really dress for the office job, (coat or dressy dress?), you would be overdressed for school. What would be appropriate then, is a point somewhere between school and the office. Generally, if you use the criteria of conservatism, cleanliness, and neatness, you won't go far wrong.

PERSONAL GROOMING AND CLEANLINESS

If you are working in an office, you will be frequently working in close contact with others. Such matters as body and breath odors can side-track you from successfully relating to co-workers and supervisors. DAILY bathing is a must--bathing "every other day" is positively not acceptable, especially when one considers that this country boasts the most modern plumbing in the world.

DISPOSITION AND ATTITUDE

Be positive--no one likes to be with chronic gripers and complainers. Don't depress others with your personal problems and days of depression. DON'T BE A DOWNER--most people want to be around cheerful people who boost their spirits. Be constructive--build instead of destroying relationships.

ASKING QUESTIONS

As a new employee, you are expected to ask questions. Never assume or guess at how things are supposed to be done. It is a mistake to muddle through a job when you are not sure. After you complete the job incorrectly, you may have to do it all over again. That makes the job cost twice as much in time for the employer. Do it right the first time--be sure by asking questions.

COPING WITH MONOTONY

It would be nice if everyone's job could be exciting and stimulating 100% of the time. In fact, most jobs are not so--most jobs have as part of its routine the "envelope-stuffing", collating, and filing part that may be simple and monotonous, but nevertheless very important to the goals of the organization. It is best to accept the fact that repetitive tasks will be part of most entry level jobs. Some techniques used by students to overcome monotony are: (1) Add variation to the task by doing it differently while arriving at the same goal. (2) Try to increase speed in completing the task, thus attaining a new performance standard. (3) Constantly think of other possible ways to increase efficiency in completing the task.

IF GRADES BEGIN TO FALL

Be realistic--when a large block of time--two to four hours daily is taken out of your daily schedule, it requires some real management of your time in terms of your priorities. YOU WILL HAVE TO GIVE UP SOME SOCIAL, TV, OR "PLAY" TIME if you intend to maintain or improve your grades. Most students are able to make this big adjustment in their lives successfully. However, if you are one of the few who are unable or unwilling to make the sacrifice, and your grades are suffering, then you should seriously reconsider the idea of working until you are ready to make the adjustment. One possible option is to cut back on your hours.

HOW TO LEAVE A JOB

It may appear strange to talk about how to leave a job at this early stage in your employment but, in order for anyone to hold on to jobs on a long-term basis, leaving a job properly becomes important. First, you should try to avoid changing jobs too frequently since this would give you the image of a "job-hopper". Try to stay on your first job for at least six months; this is an acceptable period of employment that would reflect validity on any resume. If you have definitely decided to quit your job, be mindful of the following points:

1. You should try to leave a job in a manner that will cause the employer to give you the highest recommendation for future employment.
2. Do not show up one day nonchalantly announcing to your shocked supervisor that "This is my last day of work!". Give your employer two weeks notice where possible.

3. If it feasible, in terms of required skills, you may offer to find a replacement.
4. An offer to train the new employee will be greatly appreciated by the employer. An offer to be available, even after termination, for further questions if needed by the new employee, will be welcome by the employer.
5. Ask for a written letter of recommendation BEFORE leaving the job. Such recommendations tend to be stronger than one written a month or two later.
6. Keep in mind that the record of your employment is a permanent record for both the company, as well as yourself.

WHEN THERE IS "NOTHING ELSE TO DO"

There is no such thing as "nothing else to do"! Remember, for every hour you're being paid, it's obvious that your employer expects an hour of work. If your immediate supervisor is not present and you cannot think of anything to do, here are some suggestions made by past COOP Office Occupations students:

a. Ask if you can assist other people in your department.
b. Clean your work area—empty ash trays and wastebaskets, arrange materials and supplies in order, get a liquid cleaner and clean your desk and table tops, etc. (You'll be surprised how much your employer will appreciate this)
c. Clean your typewriter with a brush and plastic gum cleaner, change the ribbon if needed.
d. Straighten up files; folders tend to quickly become unaligned. Files that are neat and straight are easier to work with.
e. Replenish office supplies that are running low.

Whether you work as a sales clerk, waitress, short-order cook or mechanic, there are any number of parallel things that you can do...if you are willing to give it some creative thought.

CONCLUSION

Your coordinator and teachers want to to be successful on your job, Should any problem arise on the job, it is important to talk about it right away with your coordinator. Do not let the problem build to the point where it can no longer be resolved—to the point where you can no longer handle it and quitting the job becomes the only way out. Many problems on jobs have been resolved by the judgment of a third person, usually the coordinator, looking at the situation in a detached and objective manner. We wish you luck as you begin the first stage towards becoming a full-fledged, productive member of our community.

OFFICE MODEL SITE MATERIALS

PARTNERSHIP ACTIVITIES

1. Outline/timeline of project plan
2. List and matrix of partnership activities by company
3. Agenda for business task force meetings
4. Form for visitation to business
5. Agenda for company office tour
6. Guidelines for business education class speakers
7. Guidelines for student shadowing
8. Letter, evaluation, and thank you for mock interviews
9. Guidelines for student on-the-job experiences
10. **Forms and applications for educator internship programs**
11. Inventory of office materials donation

15.VISALIA

INTERN PROJECT TEACHER SURVEY

1. Name

2. School

3. Courses presently teaching

4. Please identify entry level job skills being taught(indicate courses in which these are being taught)

5. Indicate the values you would expect to receive during 40 hours of job site observation/participation

6. In which of your classes would observation by employer participant representative be of most value to the student and to the employer.

INTERN PROJECT EMPLOYER SURVEY

1. Name of Busines

2. Type of office activities

3. Number of office employees

4. For a teacher(and student)which visit on your job site would be of most value?

___ 2 days ___ 2 six hour days
___ 4 days ___ 4 six hour days

other alternative, your suggestion_____

_____

5. What do you feel would be of most value for the teacher or teacher/student team

_____ Observation only

_____ Observation and job participation

_____ Job participation only

6. Would you consider allowing both a teacher and a student on your job site at the same time?

___ Observation only

___ Observation and job participation

___ Job participation only

___ Would not be able to accomodate both at our job site

7. Name of the representative from your firm who would serve on the Intern project Job Site/Classroom Committee(to provide for interaction between school and job site)

INTERN PROJECT

Activities to be completed by March 15, 1984

1. Letter to employers who have indicated an interest in this type of program to verify their participation(may develop a brochure explaining the program).

2. Meeting of employers, Business department chairperson, and district administration for:

   - Discussion of project objectives
   - Identification of teacher participants and job site representatives for implementing the program
   - Identification of expectations of employers and educators.

3. Survey instruments for both teachers and job site participants to be:
   - Developed
   - Printed
   - Distributed
   - Collected
   - Tabulated

4. Meeting of employers(or their representatives) and participating teachers to:
   - Determine expectations of each group
   - Identify difficulties and alternatives to overcome them
   - Determine dates of participation by
     - Employer representatives in the classroom
     - Teachers on the job site(and students if teams are to be used)
   - Pre-visitation activities
   - Visitation activities
   - Post visitation activities

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
EDUCATOR'S EVALUATION OF
SUMMER INTERNSHIP PROGRAM

1. Name of Company _____

2. Please give a brief job description of your activities.

3. What benefits accrued for you as a result of participating in the internship program?

4. How will you use your experience at the West Campus?

5. Did you encounter any difficulties? If so, please describe.

6. Outside of more time for planning, what could have been done to improve the internship program?

7. Would you be willing to participate in the internship program next year?

Name _____ Date _____

West Campus Assignment _____

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BUSINESS EVALUATION OF
SUMMER INTERNSHIP PROGRAM

1. Name of Intern _____

2. Please give a brief job description of the intern's activities.

3. What benefits accrued for your company as a result of participating in the internship program?

4. What benefits do you think accrued for the intern as a result of placement with your company?

5. Did you encounter any difficulties? If so, please describe.

6. Outside of more time for planning, what could have been done to improve the internship program?

7. Would you be willing to participate in the internship program next year?

Name _____ Title _____

Company _____ Date _____

OFFICE MODEL SITE MATERIALS

PARTNERSHIP ACTIVITIES

1. Outline/timeline of project plan
2. List and matrix of partnership activities by company
3. Agenda for business task force meetings
4. Form for visitation to business
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7. Guidelines for student shadowing
8. Letter, evaluation, and thank you for mock interviews
9. Guidelines for student on-the-job experiences
10. Forms and applications for educator internship programs
11. **Inventory of office materials donation**

11. SAN MATEO SEQUOIA

LIST OF CONTRIBUTORS AND THEIR CONTRIBUTIONS
TO
SEQUOIA'S BUSINESS PROGRAM

COOP ADVISORY COUNCIL MEMBERS:

Cindy McCann, Addison-Wesley Publishing Co.
Peggy Steward, Ampex Corporation
Stacey Fisher, Ampx Corporation
Vera Shaw, Ampex Corporation
Pat Benefiel, Stanford University
Yvonne Castro, Kelly Services
Kay Wilhite, SRI
Thelma Nelson, SRI
Norman Shapiro, District Director of Vocational Education

CONTRIBUTIONS:

Providing counseling and community support for the COOP program.
Provide professionally conducted videotaped job interviews by practicing personnel directors.
Provide outside speakers

Ampex Corporation

CONTRIBUTIONS: Provide a yearly plaque for our typing contest and large amounts of used paper for our typing classes.

Addison-Wesley Publication Co.

CONTRIBUTIONS: Donation of money for our spelling and typing contest. Contributions of paper for our typing classes.

Founders Title Company

CONTRIBUTION: Donated three automatic typewriters and related supplies.

Farinon Electric Corporation

CONTRIBUTION: Donated ribbons and flexible discs (very expensive) for our Xerox 850 word processor.

NOTE: THIS CONTRIBUTION IS STILL IN THE "HOLD" STAGE — WE HAVE NOT RECEIVED THE ABOVE SUPPLIES YET.

MATERIAL DONATIONS NEEDED

Your help in supplying any of the following items can assist us in providing our students with realistic job experiences. The items can be new or used and in any quantity. If you can think of any other items you feel would be helpful, bring them to our meeting on March 29. Any donations will be appreciated.

Application forms
Appointment books
Employee handbooks
Envelopes--large, small, and/or window
File folders--new or reusable
File labels
Letterhead
Ko-rec-type correction tape
Postage scale
Reference books--city directories, telephone books, zip code directories, etc.
Road maps--Thomas Guides, etc.
Snap-out carbon forms
NCR or other carbonless forms
Telephone message pads
Typing erasers

OFFICE MODEL SITE MATERIALS

IECC/SDE MATERIALS

1. **IECC brochures for business recruitment, speaker presentations**
2. Order form for office personnel program and student recruitment videotape recordings (VTR)
3. Program model for office occupations and list of competencies
4. Contact persons for availability of statewide office curriculum, criterion-referenced tests, and certificates of proficiency
5. Contact persons for FBLA State Committee members
6. Fact sheets on teacher intern programs
7. List of local IECs with boundaries

BUSINESS, INDUSTRY and EDUCATION

A Partnership to Develop "Office Support" Personnel

PARTICIPANTS

Companies:

Abar Personnel Agency
Adia Temporary Service
Addison-Wesley Publishing Co.
American President Lines
Ampex Corporation
AT&T Information Systems
Bank of America
Bechtel Corporation
Beckman Instruments
Bellevue Corporation
Boise Cascade
California Federal S&L
Chevron USA Inc.
City Corps Savings
Clorox Company
Crocker Bank
Del Monte Corporation
First Interstate Bank
Fluor Mining & Metals
Fox & Carskadon Financial Corp.
General Electric
Glendale Federal S&L
GTE Sprint
IBM
Kaiser Hospital
KRON-TV
Levi-Strauss & Co.
National Federation of Independent Business
Pacific Gas & Electric
Pacific Bell
Raychem Corporation
Saga Corporation
Shell Oil Co.
Standard Oil Co.
Syntex Corporation
Time-Savers
Union Bank
Utah International
Wadsworth, Inc.
Wells Fargo Bank
Word Processing Services

Education:

Alhambra City USD
Antioch USD
Kern Union HSD
California State Department of Education
California State University
Fairfield-Suisun USD
Martinez USD
Mt. Diablo USD
Oakland USD
Sacramento City USD
Salinas USD
San Diego USD
San Francisco School/Business & Commerce
San Francisco State University
San Mateo UHSD
Santa Ana USD
Santa Barbara C.C.
Santa Barbara ROP
Santa Barbara USD
Sequoia Union HSD
Simi Valley USD
Visalia USD
Washington UHSD

Industry Education Council of California
1575 Old Bayshore Highway, Suite 106
415/697-4311

BENEFITS TO EDUCATION

By working closely with business, educators will:

- Establish relationships with local employers.
- Obtain information about current office procedures, technology, and equipment.
- Motivate students by developing programs that match current employment needs.
- Enhance teaching effectiveness.
- Assure program accountability.
- Gain assurance that certified students are qualified for entry-level employment.
- Earn recognition for outstanding programs, accomplishments, and teaching effectiveness.

WHAT EDUCATORS SHOULD DO:

- Modernize course content and program titles to reflect the specific needs of business and industry.
- Emphasize skills in communications and work-related attitudes required for entry-level positions.
- Visit work sites, establish internships, and schedule guest speakers.
- Inform students, parents and counselors about entry level and career opportunities for "office support" personnel.
- Promote image of "office support" positions as viable career paths.
- Recruit active business participation on advisory committees and in curriculum development.
- Assist with placement of certified graduates.
- Join with business and industry to influence State and Federal legislation that affects Business Education.

RESPONSE CARD

BUSINESS

Our company would like to:

- ☐ Identify schools in our area to work with us.
- ☐ Participate in "Adopt-A-School/Business Education Department" programs.
- ☐ Have student or teacher interns work in our offices.
- ☐ Recognize outstanding Business Education students, teachers, schools, programs.
- ☐ Provide loan or donation of office equipment.
- ☐ Other _____

EDUCATORS

Our school would like to:

- ☐ Identify local businesses to work with us.
- ☐ Get involved with staff development activities.
- ☐ Participate in statewide competency-based curriculum.
- ☐ Participate in office equipment loan/donation program.
- ☐ Start/revitalize Future Business Leaders of America (FBLA) Chapter.
- ☐ Establish work experience opportunities for students training in "office support" careers.
- ☐ Other: _____

NAME _____ TITLE _____

SCHOOL/COMPANY _____ (ZIP) _____

ADDRESS _____ DATE _____

PHONE ( ) _____

A representative of the Industry Education Council will contact you with follow-up information.

FORMING A BUSINESS EDUCATION PARTNERSHIP - HOW IT WORKS

The Industry Education Council of California (IECC), a collaborative of leaders from business, industry, and education, has formed a task force to address employer needs for office support personnel. We invite your participation.

THE PLAN

California educators working with industry are developing a unique program for training students to work as Clerk Typists, Stenographers/ Secretaries, Word Processing Operators, and in Computerized Accounting careers. Students participating in these programs will obtain certification only when they are competent in the skills needed for productive employment.

Companies that participate with schools in this education/training process can help ensure a qualified employment pool and identify potential employees for their openings.

Schools that participate, will better prepare students for "office support" jobs.

This brochure outlines the process for a business/education partnership that will attract students to the "office support" field and help train qualified and competent candidates to fill future job vacancies.

BENEFITS TO BUSINESS

By working closely with schools, business will:

- Influence curriculum so that it meets current employment needs.
- Ensure an ongoing source of qualified office support personnel.
- Reduce recruitment, hiring, turnover costs.
- Gain a competitive edge in filling job vacancies.
- Increase productivity through better trained applicants.
- Enhance community visibility and good will.

THE CHALLENGE

Your help is needed to prepare youth for jobs and careers in modern offices.

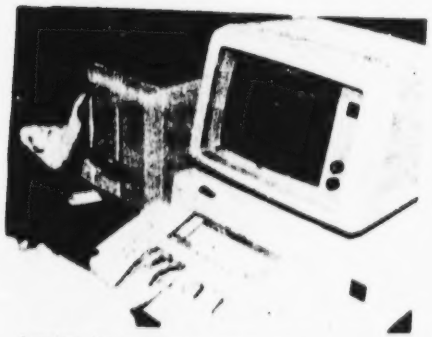
According to the Bureau of Labor Statistics, there are more job openings for office support personnel than any other single occupational area. At least 65,000 new positions in this field will be open each year in California through the 1980's. Yet, job vacancies remain unfilled because qualified candidates are unavailable.

Not only are school enrollments declining, but fewer students are entering vocational training programs. The result is a smaller entry-level work force pool. Employers are already experiencing increased competition for qualified graduating students.

WHAT BUSINESS SHOULD DO:

- Sponsor industry internships for teachers to improve their knowledge of modern office procedures and technology.
- Provide work site experience to student trainees.
- Participate actively with educators on local advisory committees.
- Promote the image of "office support" positions as viable career paths.
- Employ students who earn certification in "office support" occupations.
- "Adopt" a school's Business Department and stress business careers.
- Donate or loan office equipment.
- Recognize outstanding teachers, students, and programs by providing awards and contributions.
- Join with educators to influence State and Federal legislation that affects Business Education.

PLEASE RETURN TO: INDUSTRY EDUCATION COUNCIL OF CALIFORNIA
1575 OLD BAYSHORE HIGHWAY, BURLINGAME, CALIFORNIA 94010



A modern office environment using modern computerized text editors (Word Processors).

Each campus has it's own student store that is operated by students in the retailing program. Students man the selling floor and also perform more technical skills of display, advertising, and stocking.

Solano Mall supports the Retail Programs through hiring students. Students work on stocking and sales skills while on the job.

STUDENT WORKSHEET

Period Subject

_____

_____

_____

_____

_____

_____

_____

ALTERNATIVES _____

_____

A Business Teacher can assist your son or daughter with their schedule and graduation requirements. Take this worksheet to a business teacher at your school and have them help you plan for next years classes.

Classroom training provides skills needed to use Word Processing Computers on-the-job.

Non-Profit Organization
BULK RATE
U.S. Postage Paid
PERMIT NO. 60
Fairfield, California
94533

611 Fairfield-Suisun Unified School District
1024 Delaware Street
Fairfield, California 94533

Fairfield-Suisun Unified School District
Presents

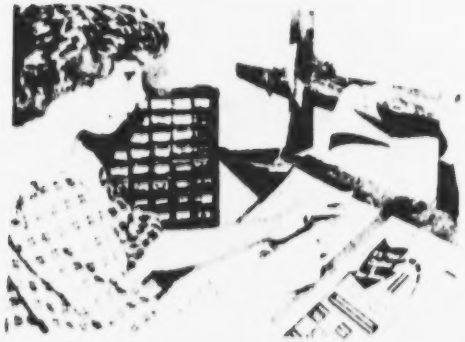
BUSINESS EDUCATION

INVEST
IN
YOUR CHILDS
FUTURE

Plan to register for Business Classes next year.

DO YOU KNOW WHAT THE FASTEST GROWING JOBS ARE IN THRU 1990?

Occupation	Annual Openings
Bank Clerk	45,000
Bank Office Mgr.	28,000
Bookkeeping	96,000
Cashier	119,000
Computer Operators	23,000
File Clerk	16,500
Manufacturers Sales	22,000
Receptionist	41,000
Retail Sales	226,000
Secretary/Steno	305,000
Typist	59,000
Wholesale Trade	40,000



EARN WHILE YOU LEARN

Armijo and Fairfield High Schools have a "NO COST" job training program for college bound and non-college bound students. Both High School Business Departments are ready and willing to serve you and prepare you for specific business careers in Office and Retail Occupations.

QUALIFICATIONS

HOW DO I GET THEM?

ENROLL IN

ARMIJO BUSINESS CLASSES

COURSES:

- Accounting
- Basic Business Skills
- Business English
- Business Law
- Consumer Economics
- Marketing Retail Training
- Office Administrative Training (ROP)
- Office Career Skills
- Office Machines
- Shorthand (Begin. Adv.)
- Typing (Begin., Personal (Vocational)
- Work Experience (Office, Retail)

FAIRFIELD BUSINESS CLASSES

COURSES:

- Basic Business Skills
- Business Law Management
- Computer Oriented Accounting
- Marketing Retail Training
- Microcomputers for Business
- Office Machines
- Office/Secretarial Typing Training
- Shorthand Training
- Word Processing (ROP)
- Work Experience (Office, Retail)

Clerical and office skills learned in the classroom are put to use on the job.

DECA (Distributive Education Clubs of America) and FBLA (Future Business Leaders of America) are student organizations within the Business Programs. They help students develop leadership and social skills through local chapter activities as well as district and state competitive events and activities. Local employers give recognition to DECA and FBLA Chapters.

Cashier and sales training provides the skills needed for customer relations and cash register operation.

OFFICE MODEL SITE MATERIALS

IECC/SDE MATERIALS

1. IECC brochures for business recruitment, speaker presentations
2. **Order form for office personnel program and student recruitment videotape recordings (VTR)**
3. Program model for office occupations and list of competencies
4. Contact persons for availability of statewide office curriculum, criterion-referenced tests, and certificates of proficiency
5. Contact persons for FBLA State Committee members
6. Fact sheets on teacher intern programs
7. List of local IECs with boundaries

INDUSTRY EDUCATION COUNCIL OF CALIFORNIA 1575 Old Bayshore Highway, Burlingame, CA 94010 415/697-4311

BUSINESS EDUCATION PROGRAM VIDEOTAPES

DESCRIPTION

VTR-100 CREATING A PRODUCTIVE WORKFORCE THROUGH CALIFORNIA BUSINESS EDUCATION

NEW!

Interviews with key figures from California's business community and legislature focus on the value of business education in providing a skilled workforce. Emphasis is placed on the need for "basic" and job specific skills in office and marketing occupations. An excellent tool for informing school board members, parents, community organizations, and educators of the need for business education in secondary schools.

VTR-200 OFFICE SUPPORT PERSONNEL: A VIDEO REPORT

Describes the nature of office jobs and trends in business and education. Explores partnerships between schools and industry as means of providing qualified employees. Also examines the image of office jobs and, through a series of interviews, stresses the importance of keeping pace with changing technology. Highlights specific activities that business education departments and industry can implement at little or no cost.

VTR-300 JOBS WITH A FUTURE: OFFICE TECHNOLOGY

A high school student describes the advantages of enrolling in business education classes. Includes excerpts of interviews with high school students taking business classes, college students who have taken business courses, and business people who directly work with or supervise others in office settings. An effective tool for recruiting students into secondary business education programs.

All VTR's are copyrighted and cannot be duplicated without written permission from the Industry Education Council of California.

(over)

BUSINESS EDUCATION PROGRAM VIDEOTAPES
ORDERING INFORMATION

NEW!

VTR-100 CREATING A PRODUCTIVE WORKFORCE THROUGH CALIFORNIA BUSINESS EDUCATION $38.00
(13 Minutes 30 Seconds)

VTR-200 OFFICE SUPPORT PERSONNEL: A VIDEO REPORT $50.00
Audience:
Educator (15 Minutes 29 Seconds) Business (13 Minutes 53 Seconds)
Education & Business (16 Minutes 20 Seconds)

VTR-300 JOBS WITH A FUTURE: OFFICE TECHNOLOGY (14 Minutes) $50.00

Sizes available: 1/2" VHS, 1/2" BETA

When ordering, use VTR number and title. Send order and make remittance payable to:

INDUSTRY EDUCATION COUNCIL OF CALIFORNIA
1575 Old Bayshore Highway, Suite 106
Burlingame, CA 94010
(415) 697-4311

Quantity	VTR No.	Title & Audience (for VTR-200 only)	Size	Unit Price	Total Price

Subtotal _____
Purchase Order No. _____ Shipping & Handling $4.25
Check or Money Order Enclosed for $_____ TOTAL _____

BILL TO:

NAME _____ TITLE _____

SCHOOL OR COMPANY _____

ADDRESS _____

CITY _____ STATE _____ ZIP _____

BUSINESS PHONE (____) _____ ORDER DATE _____

SHIP TO:

NAME _____ TITLE _____

SCHOOL OR COMPANY _____

ADDRESS _____

CITY _____ STATE _____ ZIP _____

PLEASE ALLOW THREE WEEKS FOR DELIVERY

1/85

OFFICE MODEL SITE MATERIALS

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PROGRAM MODEL FOR OFFICE OCCUPATIONS

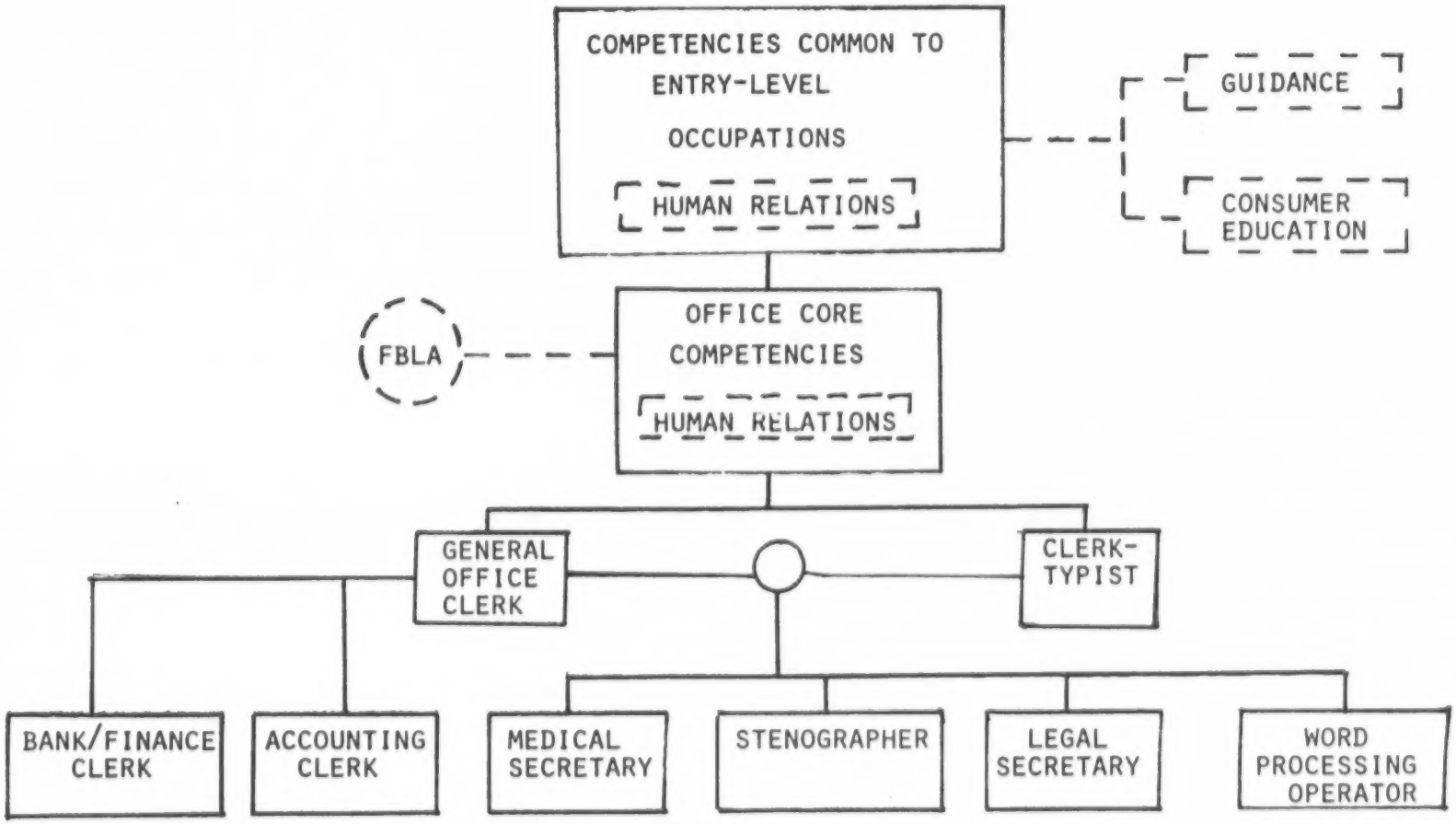

CHART OF COMPETENCY MODULES *

100. COMMON CORE

- 101. Machine Calculation
- 102. Building Positive Work Attitudes and Traits for Success
- 103. Grooming
- 104. Handwriting
- 105. Instructions
- 106. Job Application
- 107. Making Change
- 108. Math Computations
- 109. Oral Communication
- 110. References, Manuals, Directories, Catalogs
- 111. Simple Business Records
- 112. Sorting, Checking, Verifying
- 113. Spelling
- 114. Telephone
- 115. Working with People
- 116. Written Communication
- 117. Computer Literacy
- 118. Decision Making
- 119. Free Enterprise
- 120. Making the Most of Your Time
- 121. Leadership Skills for Success
- 122. Going Into Business
- 123. Communication Skills for Success
- 124. Consumer SKills for Success

200. OFFICE CORE

- 201. Basic Office Tools
- 202. Filing and Retrieving
- 203. Mail (Incoming and Outgoing)
- 204. Petty Cash
- 205. Spelling
- 206. Typing
- 207. Working with People
- 208. Written Communication

300. GENERAL OFFICE CLERK

- 301. Machine Calculation
- 302. Filing and Retrieving
- 303. Mail (Incoming and Outgoing)
- 304. References, Manuals, Directories, Catalogs
- 305. Simple Business Records
- 306. Telephone

400. CLERK-TYPIST

- 401. Spelling
- 402. Typing
- 403. Written Communication

500. STENOGRAPHER/SECRETARY

- 501. Spelling
- 502. Typing and Transcribing
- 503. Written Communication

600. ACCOUNTING CLERK

- 601. Service Accounting
- 602. Cash Accounting
- 603. Payroll Accounting
- 604. Merchandise Accounting
- 605. Automated Accounting
- 606. Government Accounting
- 607. Machine Calculation

1300. WORD PROCESSING

- 1301. Basic Concepts and Theory of Word Processing
- 1302. Identification of Word Processing Systems
- 1303. Communication Skills for Word Processing
- 1304. Use of Reference Materials
- 1305. Dictation and Transcription
- 1306. Preparation of Typed Material
- 1307. Automated Typing with Transcription
- 1308. Media Filing and Logging
- 1309. Measurement and Evaluation
- 1310. Preventive Care
- 1311. Word Processing Employability
- 1312. Career Development/Awareness
- 1313. State of the Industry

* Validated by IECC Office Support Personnel Task Force, August 1982

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GENERAL OFFICE CLERK

100. COMMON CORE
- 101. Machine Calculation
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- 103. Grooming
- 104. Handwriting
- 105. Instruction
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- 107. Making Change
- 108. Math Computations
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- 206. Typing
- 207. Working with People
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- 302. Filing and Retrieving
- 303. Mail (Incoming and Outgoing)
- 304. References, Manuals, Directories, Catalogs
- 305. Simple Business Records
- 306. Telephone

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200. OFFICE CORE
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- 202. Filing and Retrieving
- 203. Mail (Incoming and Outgoing)
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- 205. Spelling
- 206. Typing
- 207. Working with People
- 208. Written Communication

300. GENERAL OFFICE CLERK
- 301. Machine Calculation
- 302. Filing and Retrieving
- 303. Mail (Incoming and Outgoing)
- 304. Reference, Manuals, Directories, Catalogs
- 305. Simple Business Records
- 306. Telephone

400. CLERK - TYPIST
- 401. Spelling
- 402. Typing
- 403. Written Communication

1300. WORD PROCESSING
- 1301. Basic Concepts and Theory of Word Processing
- 1302. Identification of Word Processing Systems
- 1303. Communication Skills for Word Processing
- 1304. Use of Reference Materials
- 1305. Dictation and Transcription
- 1306. Preparation of Typed Material
- 1307. Automated Typing with Transcription
- 1308. Media Filing and Logging
- 1309. Measurement and Evaluation
- 1310. Preventive Care
- 1311. Word Processing Employability
- 1312. Career Development/Awareness
- 1313. State of the Industry

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7. List of local IECs with boundaries

AVAILABILITY OF OFFICE CURRICULUM -- STATEWIDE AND MODEL

Criterion-References Tests and
Certificates of Proficiency

Request copies from one of the following individuals:

Gary E. Thompson, Program Manager
California State Department of Education
Office of Vocational Education
721 Capitol Mall, Fourth Floor
Sacramento, CA 95814
Phone: (916) 445-5182

Central Region:

Lee Murdock, Supervisor, Business Education
California State Department of Education
Office of Vocational Education
1919 - 21st Street
Sacramento, CA 95814
Phone: (916) 445-9570

Coastal Region:

Charles Brown, Supervisor, Business Education
California State Department of Education
Office of Vocational Education
1111 Jackson Street, Room 4064
Oakland, CA 94607
Phone: (415) 464-0955

Southern Region:

Marty Hays, Supervisor, Business Education
California State Department of Education
Office of Vocational Education
601 West Fifth Street, Suite 1010
Los Angeles, CA 90017
Phone: (213) 620-2090

OFFICE MODEL SITE MATERIALS

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4. Contact persons for availability of statewide office curriculum, criterion-referenced tests, and certificates of proficiency
5. **Contact persons for FBLA State Committee members**
6. Fact sheets on teacher intern programs
7. List of local IECs with boundaries

Contact Persons for FBLA State Committee Members

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CA FBLA State Advisor
914 Fourth Street
Clovis, CA 93612
(209) 299-3507

Mr. Tony Peligrino
Bay Section Advisor
Half Moon Bay High School
Lewis Foster Drive
Half Moon Bay, CA 94019
(415) 726-4441

Mr. Ed Anderson
Central Section Advisor
Hanford High School
120 East Grangeville
Hanford, CA 93230
(209) 582-4401

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Northern Section Advisor
John F. Kennedy High School
6715 Gloria Drive
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(916) 391-1840

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5632 Chalon Road
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(714) 779-6675

Ms. Willi Van Hunnick
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John F. Kennedy High School
8281 Walker Street
La Palma, CA 90623
(714) 220-4139

Miss Rachel Cravens
FBLA State President
In care of Mr. Darleen Bewley
Burroughs High School
French Street
Ridgecrest, CA 93555
(619) 375-4476, Extension 61

OFFICE MODEL SITE MATERIALS

IECC/SDE MATERIALS

1. IECC brochures for business recruitment, speaker presentations
2. Order form for office personnel program and student recruitment videotape recordings (VTR) .
3. Program model for office occupations and list of competencies
4. Contact persons for availability of statewide office curriculum, criterion-referenced tests, and certificates of proficiency
5. Contact persons for FBLA State Committee members
6. **Fact sheets on teacher intern programs**
7. List of local IECs with boundaries

Administered by

Foundation for the Advancement of Business Education/
California Business Education Association
P.O. Box 633, Los Altos, CA 94022

Bridging the Gap

The FABE Bridging the Gap program provides short-term internships for eligible member teachers to contibute professional skills and expertise while being employed in industry. The program is designed to provide first-hand experience in current business practices and procedures, enabling the teacher to bridge the gap between the classroom and the business world.

Teachers accepted for the program intern under the sponsorship of a participating company, which agrees to the specific length of the assignment, the amount the teacher will receive, and a financial contribution to FABE for the administration of the program. Teachers are given a stipend by FABE upon completing the program and submitting a written report on their experience.

For applications and procedures see the CBEA Bulletin or contact one of the Project Directors shown below.

1984 **Project Directors:**

Janet Hunt (North Bay Area)
(415) 894-4868

Janet Matsuyama (South)
(714) 871-8000 Ext. 257

Mary Ann Taylor (South Bay Area)
(408) 266-9121 Ext. 47

INDUSTRY EDUCATION COUNCIL OF CALIFORNIA 1575 Old Bayshore Highway, Burlingame, CA 94010 415/697-4311

SPICE FACT SHEET

WHAT IS SPICE?

SPICE, Summer Program of Internships for Companies and Educators, is sponsored by the Industry Education Council of California (IECC), a non-profit collaboration of business, industry and education. The SPICE program offers teachers and counselors an opportunity to experience the needs and demands of the business marketplace. The knowledge gained from this experience can then be share with students and other educators.

IECC places educators in professional positions in business where they can contribute to and learn from the company and, in most cases, also receive a monetary stipend. Companies that have participated in SPICE range from banks to electronics firms to manufacturing companies with positions in training, marketing, accounting, computer operations, and more.

WHEN?

The SPICE program takes place during the summer for 5-10 weeks. The exact dates of employment and hours of work are specified by each employer--as is the amount of any stipend educators may receive.

WHERE?

The internships are located at companies within the community. Positions may be limited to teachers and counselors from nearby school districts, if specified by company, or located in an area outside of the school district, depending on educators' willingness to commute.

HOW CAN EDUCATORS PARTICIPATE?

Applications for the SPICE program should be requested from and returned to IECC as soon as possible. No applications will be accepted after Friday, March 29, 1985. It is advantageous, however, to respond quickly as some companies may have earlier deadlines imposed by their own business schedules.

IECC will sponsor a business preparation workshop for educators interested in SPICE prior to the time interviews begin. The workshop will cover areas such as resume writing for business, interview techniques and business attire. Those educators interested in participating in SPICE should attend this workshop.

Educator applications will be processed by IECC and sent to companies whose needs match specific qualifications. These companies will then choose individuals they wish to interview. After completing interviews, educators may accept one position and arrange for insurance/workman's compensation coverage with the school district.

Companies will pay IECC directly. Interns will be paid by IECC monthly, providing all responsibilities (including reports for IECC) are completed. For final payment, this also includes selecting a date to relate the summer experience to other educators.

WHY?

Business, educators, students and schools--all benefit from participating in the SPICE program. Business gains a competent individual doing quality work for a reasonable fee. Educators gain knowledge of current business practices and valuable contacts--which can be used to develop programs for students and schools. Interested educators should write IECC for an application to be part of the SPICE program.

OFFICE MODEL SITE MATERIALS

IECC/SDE MATERIALS

1. IECC brochures for business recruitment, speaker presentations
2. Order form for office personnel program and student recruitment videotape recordings (VTR)
3. Program model for office occupations and list of competencies
4. Contact persons for availability of statewide office curriculum, criterion-referenced tests, and certificates of proficiency
5. Contact persons for FBLA State Committee members
6. Fact sheets on teacher intern programs
7. **List of local IECs with boundaries**

LOCAL INDUSTRY EDUCATION COUNCILS

	NAME OF IEC	BOUNDARIES
1.	Alameda County IEC	Alameda County
2.	Butte County IEC	Butte County
3.	Coachella Valley IEC	Palm Springs Palm Desert Rancho Mirago Indio Riverside County (Central)
4.	Contra Costa County IEC	Contra Costa County
5.	Fairfield-Suisun-Benicia IEC	Solano County
6.	Foothill IEC	Los Angeles County: East San Gabriel and Pomona Valleys, Citrus and Mt. San Antonio Community College Districts, Baldy View, East San Gabriel Valley and La Puente
7.	Fresno IEC	Fresno County
8.	Glendale/La Canada IEC	Cities of Glendale and La Canada
9.	Greater San Diego IEC	San Diego County
10.	Kings-Tulare IEC	Kings and Tulare Counties
11.	Lassen County IEC	Lassen County
12.	Long Beach IEC	Cities of Avalon, Signal Hill, Lakewood, and Long Beach
13.	Monterey County IEC	Monterey County
14.	North Santa Barbara County IEC	North sections of Santa Barbara County, including cities of Santa Maria and Lompoc
15.	Orange County IEC	Orange County

NAME OF IEC		BOUNDARIES
16.	Sacramento Metropolitan IEC	City of Sacramento
17.	San Bernardino/Riverside IEC	San Bernardino and Riverside Counties
18.	San Fernando Valley IEC	San Fernando Valley
19.	San Gabriel Valley IEC	Los Angeles County: Alhambra, northern part of Monterey Park, sections of Rosemead, San Gabriel
20.	San Joaquin County IEC	Stockton and San Joaquin County
21.	San Mateo County IEC	San Mateo County
22.	Santa Anita IEC	Los Angeles County: East-Monrovia West-Pasadena North-Foothills South-Alhambra
23.	Santa Barbara IEC	South section of Santa Barbara County, including Carpinteria, Santa Barbara, and Goleta School Districts
24.	Santa Clara County IEC	Santa Clara County
25.	Santa Clarita Valley IEC	Los Angeles County: Santa Clarita Valley (Valencia and Newhall)
26.	Santa Cruz County IEC	Santa Cruz County
27.	South Bay-Harbor IEC	Los Angeles County: North-Manchester Avenue, Inglewood South-San Pedro East-Long Beach Freeway West-Pacific Ocean
28.	Southeastern IEC	Los Angeles County: Montebello, City of Commerce, Bell Gardens

NAME OF IEC		BOUNDARIES
29.	Stanislaus County IEC	Stanislaus County
30.	Ventura County IEC	Ventura County

New IECs are being formed continuously. The list is growing. If you would like to contact an IEC located near you, call the Industry Education Council of California (IECC) at (415) 697-4311 or write IECC at 1575 Old Bayshore Highway, Suite 106; Burlingame, CA 94010.

Glossary

GLOSSARY OF TERMS

Advisory Committee

Group of people joined together to advise, counsel, and assist in the planning, development, and evaluation of a school's vocational program.

Articulation

Communication between high schools, ROP, and community colleges, so as not to duplicate course work.

California Business Education Program Guide for Office Occupations (CBEP)

Curriculum competencies for high demand occupations: General Office Clerk, Clerk Typist, Secretary/Stenographer, Computer Accounting Clerk, and Word Processor. Latest update and industry-validation were completed in 1982 in cooperation with the Industry Education Council of California.

Common Core Units for Business Education (CCUBE)

Written and audio-visual instructional materials used to teach common core competencies as outlined in the California Business Education Program Guide for Office Occupations

Community Work-Based Experiences

Activities involving students in business offices such as observations, worker shadowing, work experience, community classroom, cooperative vocational education, etc.

Competency-Based Curriculum

- Course sequence based on academic and job-specific skills and attitudes required for successful employment in specific entry-level occupations.

Criterion-Referenced Testing

Testing which measures student acquisition of identified competencies.

Future Business Leaders of America (FBLA)

A state and national organization for students enrolled in office education programs promoting developing of leadership and social skills.

Goal

Broad statement of general direction or intent, e.g., To increase student awareness of career opportunities in the accounting field.

Industry Education Council (IEC)

Local chapter of business, industry, education, government agency group that implements school/business programs at the local level.

Industry Education Council of California (IECC)

Statewide organization composed of representatives from business, industry, education, government and agencies initiating school/business programs for students, Kindergarten -- Community College.

Industry-Based Office Education Program

Office training program in which business representatives participate fully in the development of the program through curriculum review, tour hosting, speaker presentations, job placement, etc.

Internships

Teachers work in industry for limited periods of time to update themselves in current business practices.

Job Shadowing

Following and assisting an employee on the job for a partial or full day.

Networking

Asking business representatives to request other companies to become involved in the Office Education program.

Magnet School

Specialized high school on a separate campus.

Mentor

Business person provides image role model to student for particular job.

Objective

Specific, measurable subset of the goal, e.g., Students will complete career profiles for at least three entry-level jobs in the accounting field.

Partnership Activities

Experiences shared by schools and business representatives, including tours, interships, personnel exchanges, student visitations, etc.

Program Approach

Sequence of courses or competencies which provide students with the background and skills needed for specific occupations.

Regional Occupational Centers and Programs (ROC/P)

Job-specific training programs for high school students, out-of-school youth, and adults located in a regional center or at sites throughout the community.

Shadowing

Student spends a full or part day in a business setting, observing tasks and activities of worker.

Simulated Office Experiences

Realistic job situations in a classroom setting.

Task

Activity necessary to meet goals and objectives, e.g., Students use career search materials, computerized job information to complete career profiles.

Task Force

Group of people joined together for the purpose of accomplishing a definite objective.

Validation of Curriculum

Review of course competencies to confirm relevance to "real world" jobs.

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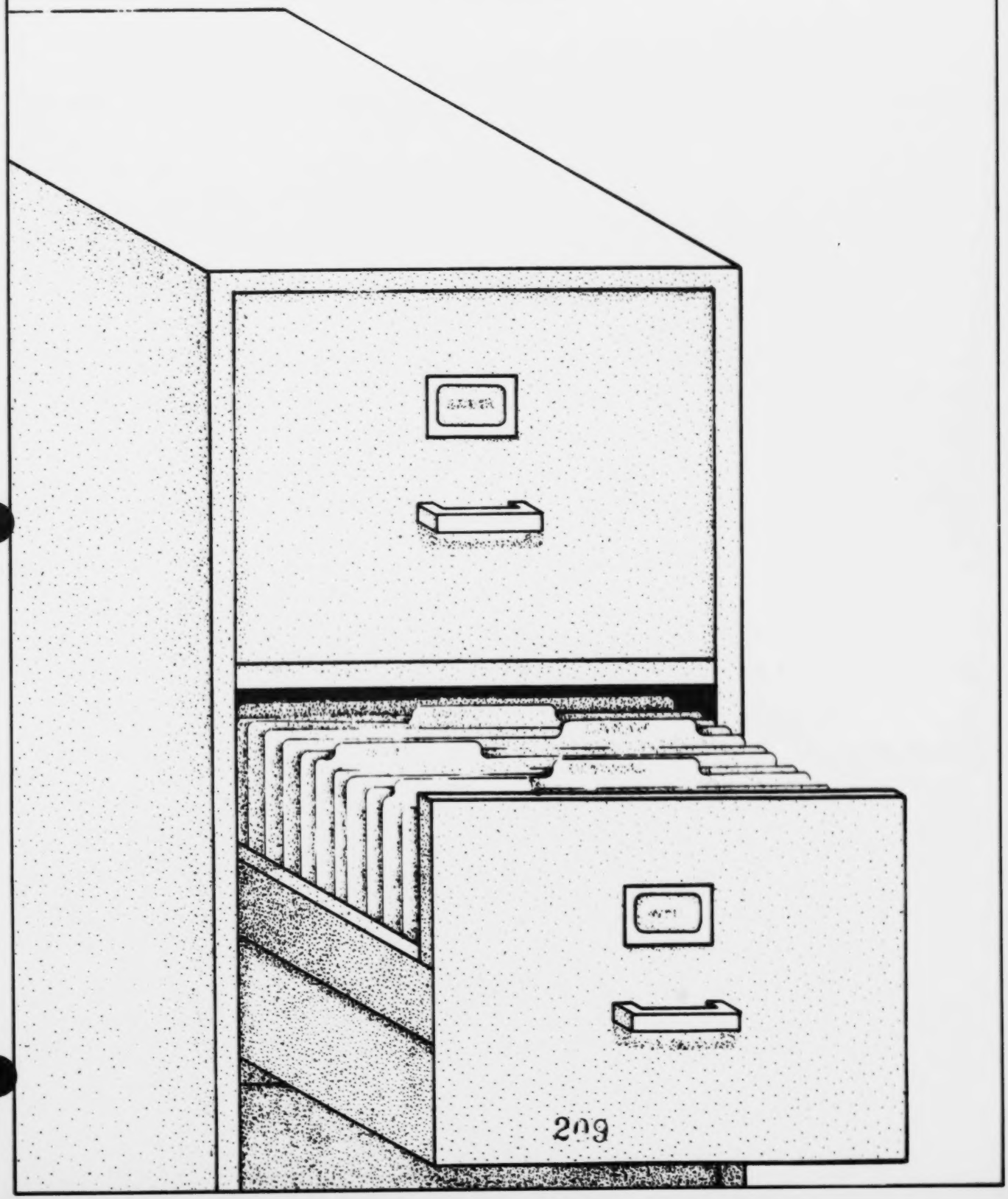

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